DOCUMENT RESUME

ED 165 866 JC 790 141

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TITLE A Descriptive Study of Community Education Students, Kishwaukee College.
PUB DATE Feb 79
NOTE 177p.; Parts may be marginally legible due to small type ; Study prepared in collaboration with the International Reading Association's Special Interest Group for College Reading Teachers

EDRS PRICE MF-$0.83 HC-$10.03 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Education; Adult Students; Community Colleges; Community Education; Community Programs; Continuing Education Centers; Enrollment Trends; Evening Students; Extension Education; Junior Colleges; *Junior College Students; *Nontraditional Students; *Outreach Programs; *Student Characteristics; Test Wiseness; Vocational Education

ABSTRACT

A demographic survey of community education students enrolled at Kishwaukee College during fall 1975 through summer 1978 focused on the characteristics of and differences among community education, career, and transfer students; student enrollments in relation to the district and over time; enrollments at different centers and in different types of classes; and differences between students who withdrew and those who persisted. In each area of investigation, the following characteristics were considered: age, sex, marital status, race, first enrollment, years since attending school and last school attended, full- or part-time status, reasons for attending, educational background, residence, occupation, concurrent enrollment, and credits previously earned. Results of the study indicated that while career and transfer studnts seemed to be similar to others in their group, there was no typical community education student. The diversity in the characteristics of community education students, seemed to bring the college student profile closer to the demographic profile of the district. Evening enrollments in the career and transfer areas were reaching a significantly different audience than the day enrollments in all areas except sex. Community education students attending off-campus centers appeared to be especially non-traditional in their characteristics. Data tables are included. (MB)

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A Descriptive Study of COMMUNITY EDUCATION STUDENTS, Kishwaukee College

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Published February 1979

JC 790 141

PREFACE

This study is the second part of the three-part study of community education students at Kishwaukee College. The first part, published in July 1976, interpolated the demographics of the college district from the 1970 U.S. Census to provide the community statistical base for this study. This second part is a descriptive study of community education students between the Fall 1975 and Summer 1978 semesters, plus a description of career and transfer students for the Spring 1978 Semester. The third part of the study, scheduled for completion in late 1980, will take a longitudinal look at first-time enrolling community education students.

The purposes of this study were to develop information for decision-making at the college, to provide a statistical base in the area of community education for decision-makers at the state level, and to preserve information for future longitudinal studies.

The success of this study comes from the cooperation of many persons. I would like to thank Lou Ann Alms, former staff assistant for community education at Kishwaukee College, who assisted with many ideas for the study, the collection of the data, and the interpretation of the results. Staff members of the data processing area at the college also contributed greatly including Harold Jensen who wrote the original programming; Jackie Overton and Jim West, who updated the programming and processed the information; and Lou Herman, former director of data processing who made it possible for them to do so.

Thanks also go to four persons in the Office of Community Education and Services who assisted with the collection and processing of information including Kathy Hilliard, Debra Henthorn, Judy Shiver, and Kim Hart.

--- T. Jan Wiseman

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Chapter 1: INTRODUCTION

Community/junior colleges have been in existence for more than three-quarters of a century; however, their current dynamic behavior resembles an institution still young at heart. The community college is still adapting itself to locally perceived needs and wants. At the inception of the community college idea, the transfer mission was dominant. Later, the occupational mission gradually gained importance until about 1970 when career enrollments generally passed the traditional transfer area.

Since the early 1970s, a new mission has been on the increase. John Lombardi, in summarizing community college trends for ERIC, said:

> "The third era is characterized by a shift from the traditional occupational and transfer functions with credits, degrees and certificates, and a student body composed largely of full-time day students in the 18 to 24 year-old age group. The shift is to a broader educational group of programs in which credits, degrees and certificates are subordinated to non-credit courses and activities. The clientele for this program is composed almost exclusively of part-time students, participants, or spectators in all age brackets, but predominantly older than the traditional college age group."[1]

This new shift is easily evident in Illinois college enrollment statistics. Enrollment in the general studies classification in Illinois community colleges has increased by 271 percent from 1970 to 1977 to more than 38,000 full-time equivalents (FTE). In 1977, transfer enrollment was 59,000 FTE, but decreasing and career enrollment reached 61,000 FTE with only a slight increase.[2] The general studies enrollment is the best reported indicator of the new clientele; however, it is entirely inadequate since many of the new students take non-credit classes which may be unreported or they are enrolled in transfer or career classes which are offered in non-traditional settings with non-traditional methods.

Speaking from a national perspective, Lombardi said:

> "Indeed, if college-credit class enrollments were broken down into degree-college credit class enrollment and non-degree college credit class enrollment, the latter, plus the adult, adult basic credit, and continuing education enrollments and the community service activities would far exceed the combined enrollment of the traditional transfer and occupational enrollment."[3]

In Illinois, this new student impact is shown in state

community college statistics listing a 124,000 headcount of women which is increasing and a 103,000 headcount of men which is decreasing. In addition, headcount enrollment in off-campus classes increased from 8,000 in 1972 to more than 103,000 in 1977.[4]

This broadening of the educational base has highlighted another claimed mission of the community college---the democratizing of higher education. Others have likened the community college to the Model T Ford. Just like the Model T put the common man on wheels, the community college has given the common man higher education. However, many critics of the community college see this institution still appealing mainly to the traditional college student rather than the broad spectrum of the population.

C. P. Monroe in 1972 talked about this broad educational mission: "The community college is the best instrument for realizing the dream of universal postsecondary education. The goal to maximize educational opportunities for all, the rich and the poor, the young and the old, is manifested in the development of the public community college."[5]

Lack of Research

Just who are these new students and what are they like demographically? That is an important question which is largely unanswered. Other than superficial guesses, few specifics are known about this new student. Authors of the most comprehensive research in this area said:

> "While there has been voluminous discussion on various types of credit or curriculum CC (community college) students, little systematic research was found dealing with the characteristics of noncredit, continuing education or extension students. Major works intended to treat comprehensively the CC and its students devoted only one or two pages to what amounted to an impressionistic description of those students."[6]

This lack of research is not surprising because of this third era's relative newness, the lack of understanding and commitment to the non-traditional student, and the difficulty in "getting a handle" on who these students are. In many respects, the students of this new era of the community college are invisible. The college which they are attending may or may not use credit classes to serve them. If they are in non-credit classes, they will generate no credits, hence no FTE, and therefore may never appear on college enrollment reports. These students are not usually interested in graduating and may not wish to receive academic or personal counseling, and therefore they will not appear on student lists or meet the college student support staff. Most of the students will be enrolled in off-campus classes or activities and may never appear on campus. Administrators, faculty and staff will not usually

see them in person, and usually will not see them in student or FTE reports.

Another contributor to the lack of understanding and research on the community education student is the lack of a common definition.

D. A. Trivett, talking about this non-traditional student, says, "The difficulty in determining the status arises because non-traditional education is much like an escalator: there is something there to put your foot on, yet it is in constant motion."[7]

This inability to arrive at a general definition was also apparent to Carl F. Welser when he reported, "Some very capable people, when asked to define community education, are inclined to shrug their shoulders and say that it can only be defined in terms of the community where it appears."[8]

Educators generally have defined students by courses in which they are enrolled or by their declared major. With transfer-oriented and career-oriented students this is adequate. However, the new community students are non-traditional and cannot be defined by this traditional method.

Some definitions currently being used by various agencies include community education, community services, continuing education, adult education, general studies, adult basic education, and non-credit students.

The Illinois Community College Board (ICCB) defines community education as "non-credit adult continuing education classes, designed to meet individual educational goals" and community service activities as "workshops, seminars, forums, cultural enrichment, community surveys, facility usage, and studies designed to meet community service needs." The ICCB further defines general studies as "preparatory or developmental instruction, adult basic education and general education designed to meet individual educational goals."[9]

At the same time, a national study showed that "more colleges are classifying as community services off-campus classes whether for credit or noncredit....Sometimes, it is difficult to distinguish the activities from those offered under adult or continuing education."[10] Another report discussing community services suggested that "community service statistics are the most intractable, including a great deal of guesswork."[11]

Another term used consistently is continuing education. An ERIC paper says that it is the most elusive. "Very few colleges report enrollment under this classification; yet, by definition, many students reported as enrolled in college-credit courses are continuing education students---those with short-range objectives or those who already possess a degree."[12]

The most common term in current use appears to be community education; and yet, it is used with at least two distinct meanings at the national level. Many community colleges have adopted the term to describe classroom offerings for the non-transfer and non-career program students. In other usage, it derives its meaning from the long history of community education of the public schools and given a new dimension in the community colleges. Maurice Seay, a long-time pioneer in the area, says, "Community education is a process that achieves a balance and a use of all institutional forces in the education of the people---all of the people---of the community."[13] This definition focuses more on the process and on the participants in education rather than on format, the age of the student or the type of information and skills imparted.

Possibly, a definition encompassing all of the non-traditional students, and focusing on the student and his reasons for participating in education might suffice as a focal point to pull together information on these students of the third era. Reference to non-traditional students by that name would not be acceptable; however, because in a short time, they will be the traditional and majority community college student.

D. A. Trivett says, "In non-traditional education, we find an emphasis on the student as learner, on his achievements, and on the provision of materials and processes to expedite or promote that achievement. We find less emphasis on where, when and how learning occurs."[14]

Patricia Cross, long a leader in non-traditional study, is more specific, saying, "A program can be classified as non-traditional with respect to four characteristics---students, location, instructional methods, and content."[15]

A new comprehensive definition may be subtractive by defining the traditional students of the community college as those who wish degrees or certificates and taking traditional on-campus classes, and then defining the remaining population as non-traditional. This would include those users of the community college as an educational resource center whether enrolled in a formal class or workshop, or an informal educational activity with the community college.

Previous Research

Nine recent studies have focused on different aspects of the non-traditional student in the community college. Each has used its own definition; however,the results of the studies have been similar in spite of the differing definitions.

The most comprehensive study was done in 1974 and covered several student sub-groups including extension students in North Carolina community colleges and technical institutes. Others

which will be referred to include an analysis of non-credit community college continuing education students at Montgomery College in Rockville, Maryland in 1975; community services students enrolled in formal classes at the Dale Mabry campus of the Hillsborough Community College in Tampa, Florida, in 1973; a random sample of continuing education students in the three colleges of the San Mateo, Califoria, Community College System in the fall of 1976; community service students enrolled in formal classes at nine colleges of the Los Angeles Community College District in March 1976; community college continuing education students at Harper College in Palatine, Illinois, during 1976; adult education students conducted by the National Center for Education Statistics in 1976; a 1976 study of community service students at nine Florida community college campuses; and a 1970 study of adult education students at 100 community/junior colleges.

Purposes of the Study

This study was conducted for the purposes of (1) creating a local demographic definition of community education students which would heighten their visibility; (2) providing data for internal decision-making at the college; and (3) providing information to decision-makers on the state level because of the almost complete lack of solid information and the numerious misconceptions of what is actually happening at the grassroots level. A supplementary function has been to provide comparison data for previous research studies in this area.

Footnotes on Chapter 1

[1]John Lombardi, Community Education: Threat to College Status?, Topical Paper No. 68 (Los Angeles: ERIC Clearinghouse for Junior Colleges, 1978), p.2.

[2]Illinois Board of Higher Education, Enrollment Trends (Springfield: Illinois Board of Higher Education, 1978), p.4.

[3]Lombardi, op. cit., p. 11.

[4]Illinois Board of Higher Education, op. cit., pp. 5-6.

[5]C. P. Monroe, Profile of the Community College (Washington: Jossey-Bass Inc., 1972), p. 3.

[6]Ronald W. Shearon, Robert G. Templin, Jr., and David E. Daniel, Profile of Students in North Carolina Community Colleges and Technical Institutes (Raleigh: North Carolina State University, 1976), p. 4.

[7]D. A. Trivett, "The Status of Non-Traditional Education," in Post-Secondary Youth and Adult Learning and Educational Marketing and Delivery Systems (ERIC Document ED 104 489), February 1975, p. 61.

[8]Carl F. Welser, "The Flow of Community Education in Historical Perspective" in 1978-79 Yearbook of Adult and Continuing Education (Chicago: Marquis Academic Media, 1978), p. 549.

[9]Lombardi, op. cit., p. 19.

[10]John Lombardi, "Community Services: A Status Report," The Community Services Catalyst, 8:2 (Spring 1978), p. 16.

[11]Lombardi,"Community Education," p. 11.

[12]Illinois Board of Higher Education, op. cit., p. 10.

[13]Welser, op. cit., p. 549.

[14]Trivett, op. cit., p. 67.

[15]K. Patricia Cross, "Challenges From New Learners," in Post-Secondary Youth and Adult Learning and Educational Marketing and Delivery Systems (ERIC Document ED 104 489), February 1975, p. 84.

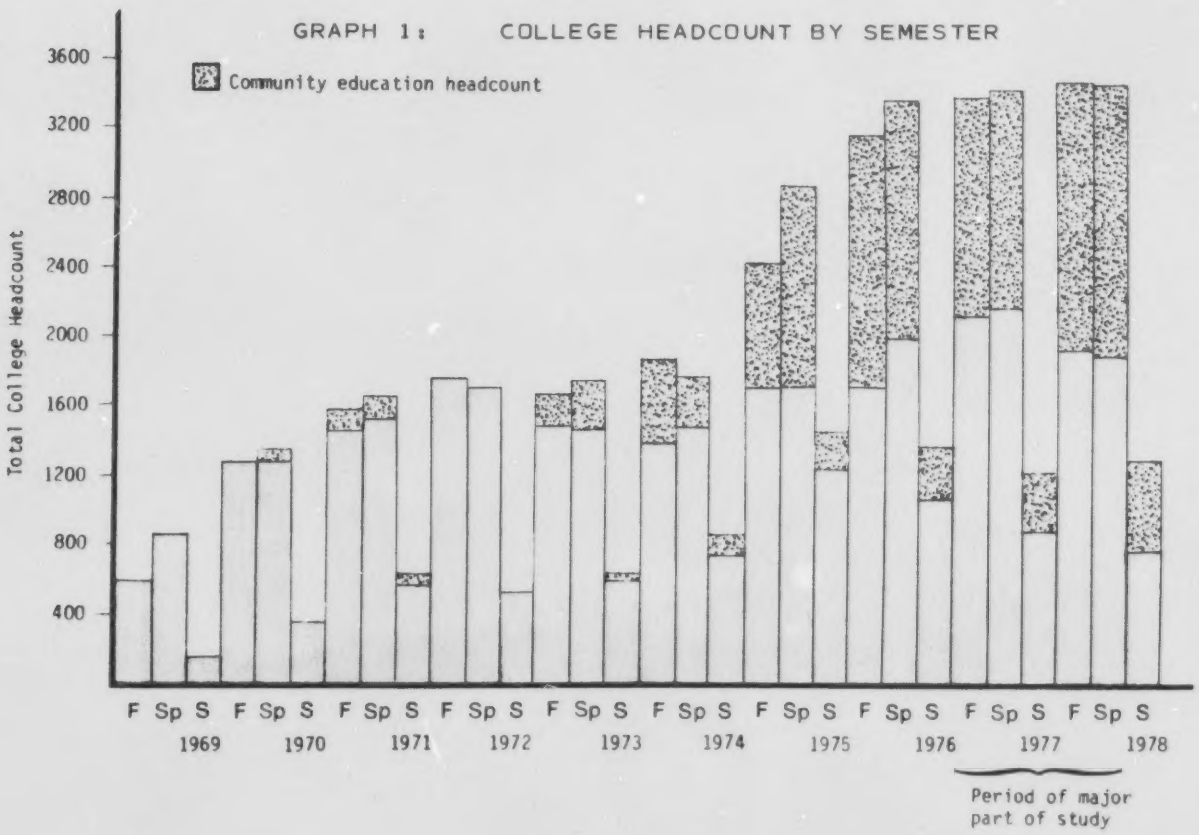
Chapter 2: HISTORICAL BACKGROUND

Kishwaukee College opened its doors in the Fall 1968 Semester with no community education or adult education classes. Starting in the Fall 1969 Semester, adult education classes were offered sporadically until Fall 1971. Prior to this time, adults in the area had limited availability of formal, non-degree classes from a few of the high schools, park districts or other special agencies of the area. This resulted in a limited visibility for adult education and, therefore, little understanding of the concept by the general public.

In the Spring 1974 Semester, the college reorganized and formed an Office of Community Education and Services which resulted in an immediate increase in enrollment for the area of adult or community education (see Graph 1) which in turn gave a much broadened base and a heightened visibility.

The first community center was opened by the college at Shabbona during the Fall 1974 Semester. Prior to this, all classes were operated on the college campus or in the City of DeKalb. Each community where classes were held was

GRAPH 1: COLLEGE HEADCOUNT BY SEMESTER



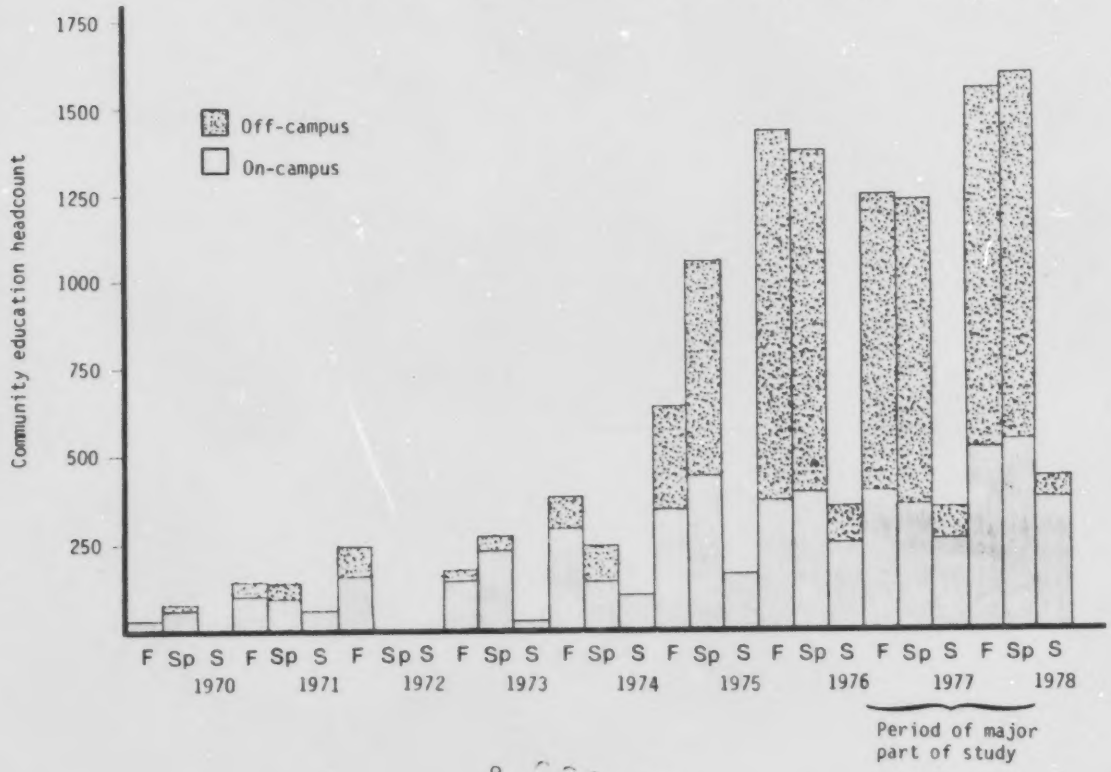
considered as the center. In some communities, classes were held only in one place, usually the school, but in other communities classes were held in several locations including churches, community clubs, businesses or private homes. After the initial community center was opened at Shabbona, others followed at Rochelle, Genoa and Kirkland in the Spring 1975 Semester; at Paw Paw and Chana in the Fall 1975 Semester; and at Sycamore in the Spring 1976 Semester. After two semesters, the community center at Kirkland was temporarily dropped because of apparent low interest in that part of the district.

With the opening of the first community center, the number of off-campus students rose dramatically (see Graph 2). The Fall 1974 Semester was the last one in which a majority of community education students attended classes on-campus. Since that time, the percentage of community education students attending off-campus classes has fluctuated between 66% and 73%. However, during the time of the study, this ratio was relatively stable.

During the growth period, the community education program also diversified from hobby/leisure classes to personal improvement, physical fitness, career refresher, intellectual, adult basic education, professional continuing education, community development and others (see Graph 3).

As a result of the growth and outreach in the community education area, the college served more than half of its adult

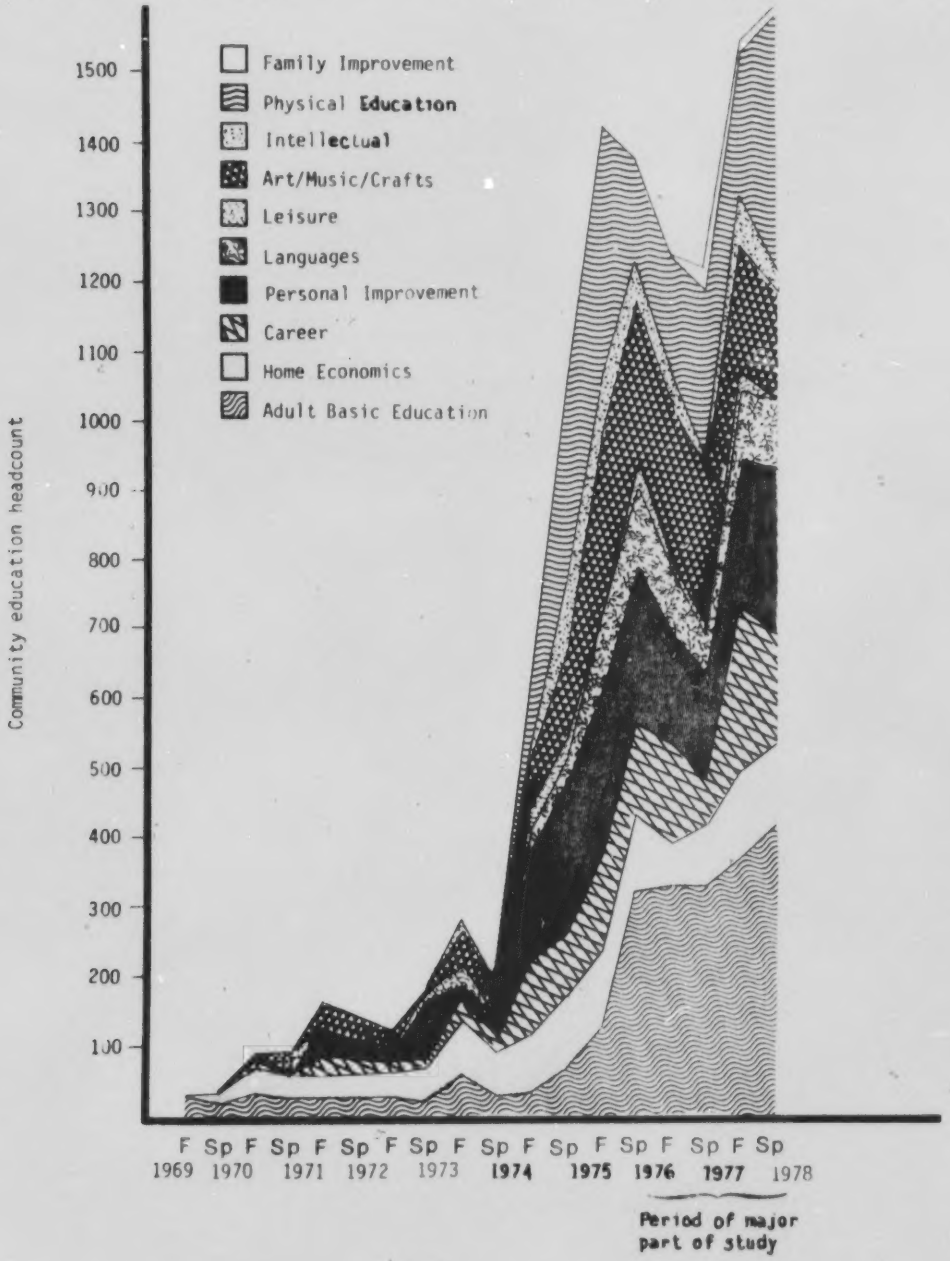
GRAPH 2: COMMUNITY EDUCATION HEADCOUNT



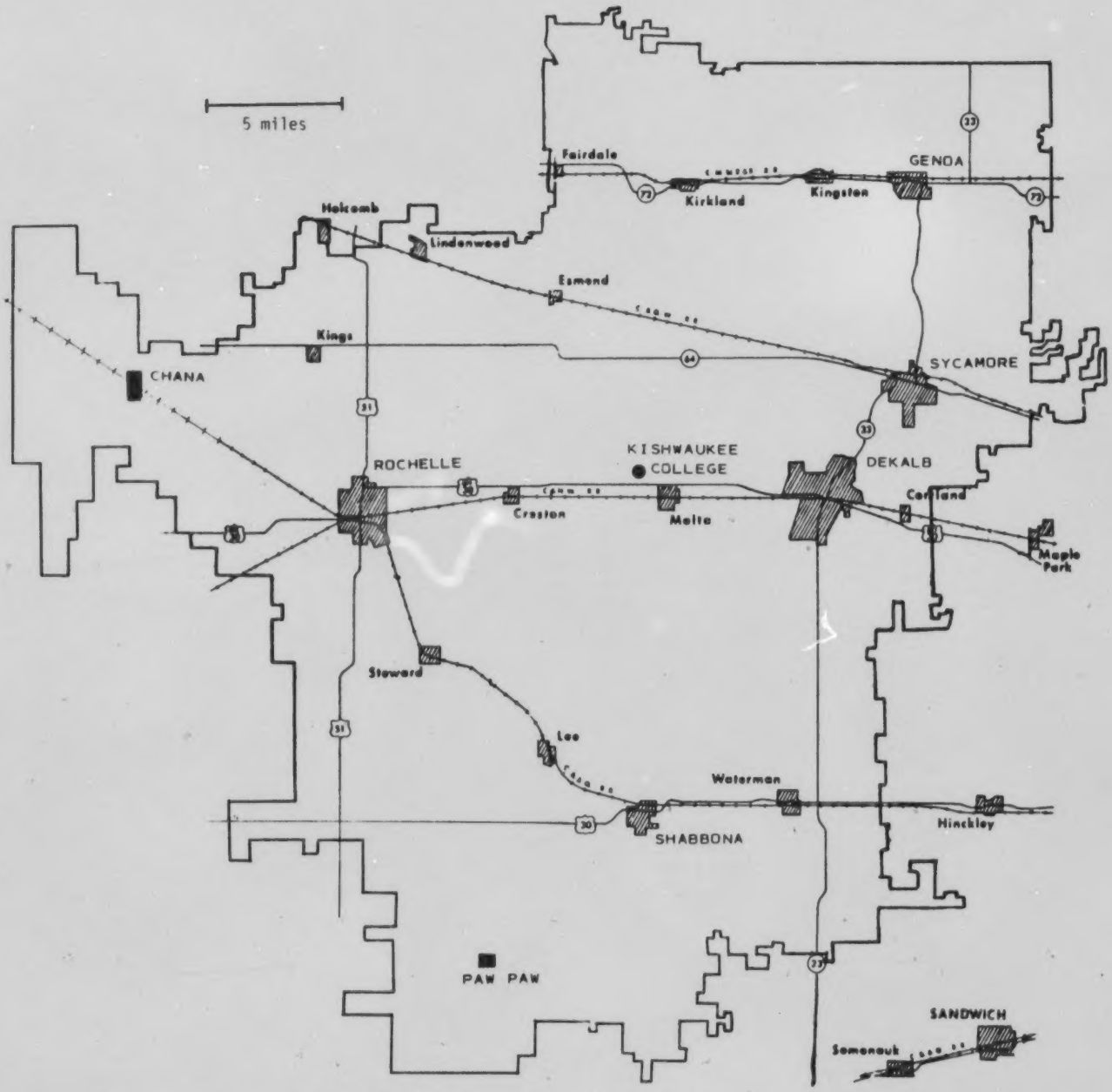
population in formal college classes during its first 10 years of operation. This amounted to more than 25,000 persons.

The major part of this study was conducted during the Fall 1976-Spring 1978 time span, about two years after the start of the major expansion in community education. The program had reached a reasonably stable period in terms of number of students and outreach to the community because of staff limitations. However, the program continued to mature and diversify during the study period.

GRAPH 3: ENROLLMENT BY TYPES OF COMMUNITY EDUCATION CLASSES



MAP OF THE KISHWAUKEE COLLEGE DISTRICT
SHOWING COMMUNITY CENTERS



Community Centers:	Location:
Chippewa	Genoa
DeKalb	DeKalb
Mohawk	Sycamore
Pine Rock	Chana
Southern	Shabbona
Western	Rochelle
Wyoming	Paw Paw

Chapter 3: METHODOLOGY

Definitions

This study uses student enrollments (each student counted once for each course enrolled in), instead of students as the base for analysis. Three possibilities were available for the design. The study could deal with students, student enrollments, or a student base weighed by the number of credits carried.

In general college student statistics, the student often is used as a base, but this may be erroneous because it gives equal weight to the student taking one class and the student taking several classes. This results in misleading assumptions about the average age of the community college student as well as the other data (see Appendix D). In addition, the use of the student base would have hindered the comparison among the community education, transfer and career students because of the overlap in enrollment in these classes. It is possible that one student could have been enrolled in all three types of classes for different reasons.

On the other hand, the weighed-student base in which the student statistic would have been weighed by the number of credit-hours being carried would have been extremely cumbersome in analysis and at the same time probably would have been little more accurate than the student enrollment statistic in terms of the college's service to the community through formalized classes. The student enrollment method presents a profile of each class section as actually viewed by the teacher of that class.

The other major definition in the study is that of the community education student. Because this study was started for in-house decision-making, the definition of a community education student is simply a student served in classes offered through the Office of Community Education and Services at the college. To further define this, at Kishwaukee College the Office of Community Education and Services' responsibility for classes is based more on student types than on subject matter. The general college policy gives the Office of Community Education and Services responsibility for the non-traditional student, generally meaning students who are not pursing degrees or certificates. Therefore, in more general terms, the students would be defined by the education profession as including adult education, adult basic education, non-credit, continuing education and extension, although some of these terms are foreign to the Kishwaukee College operation.

Design and Pretest

Information was gathered by both a questionnaire to the students and be retreiving information from student files.

A questionnaire was developed early in the Fall 1975 Semester and then pretested with three selected community education classes using mostly open-ended questions. Minor revisions were made and the survey instrument was administered to all community education classes from the Fall 1975 Semester through the Summer 1978 Semester. In addition, the survey was administered to all career and transfer classes during the Spring 1978 Semester.

Information coming from the questionnaire included the reason for the students enrolling in that specific course, if this was the student's first enrollment at the college, the number of years since the student had attended another formal class, the last place prior to the current semester that the student had attended classes, if the student was concurrently enrolled in other courses at Kishwaukee College, what those classes were, the number of previous credits earned at the college and what courses these were. During the Spring 1976 Semester, information on the level of education was added and during the Spring 1977 Semester, information on the student's occupation was also added.

Although much of the above information was available on student records, it would have needed to be hand-tallied because of the need to break these concurrent and past courses into career, transfer and community education classes. Different sections of the same course could have been classified as different types of classes. Therefore, a decision was made to request this information from the student and save considerable clerical time. Based on an analysis of the accuracy of the answers (see Appendix E), this was an acceptable decision.

Information retrieved from the student files included sex, residence, marital status, veteran status, race, and part/full-time enrollment. This information has been assumed to be accurate with the exception of the racial designation. The enrollment of American Indians increased from nearly non-existent to about 3% of the community education students in the Fall 1977 Semester and then dropped somewhat in the Spring 1978 Semester. It was also at this time that the college changed racial codes on the registration form and the new American Indian code was the same as the old Caucasian code. Because of the assumption that these were coding errors, the racial analysis treats the Caucasian and the American Indian as one category. Based on other data, it is assumed that the American Indian students are nearly non-existent in the college's student body.

Sample

An attempt was made to secure a 100% sample because of the breakdown of the information by class section and because it was nearly as easy to secure all students in a class as only selected students. The questionnaires were generally distributed during the first class meeting with followups during succeeding weeks. At the end of the semester, some of the missing responses were

secured through a telephone interview. The sample included all student enrollments in community education classes from Fall 1975 through Summer 1978 plus the career and transfer students for the Spring 1978 Semester. Community education students withdrawing from a class were analyzed separately, career and transfer students dropping in the Spring 1978 Semester were dropped from the survey.

The response rates for the survey are as follows:

Fall 1975	67.0%
Spring 1976	68.0
Summer 1976	64.7
Fall 1976	98.1
Spring 1977	97.6
Summer 1977	88.2
Fall 1977	78.9
Spring 1978	94.1
Summer 1978	82.2

The major analyses of the study dealt with the Fall 1976, Spring 1977, Fall 1977, and Spring 1978 semesters. These semesters generally had the best percentage of returns in the survey. Some analyses did, however, include all of the above semesters.

Coding

All of the coding for the open and closed questions was done by one person who utilized a coding definition sheet developed during or prior to the pre-testing. Internal errors in the responses were screened by the coder and the computer program, and a resolution of these were made by checking student records or other sources.

During the Spring 1978 Semester when the college-wide sample was taken, a 1% sample of the surveys was taken utilizing a computer-generated random number process. Information on these surveys was independently checked for respondent-generated errors. These results are shown in Appendix E.

The occupational codes were derived from the 1970 U.S. Census Bureau definitions (see Appendix B-4). During the administration of the questionnaire, the student was requested to make the occupational decision if more than one could be listed. Many students worked part-time and attended school part or full-time. In the coding process, this was coded to "student" if the student was carrying 9 hours or more regardless of other occupations.

Definitions of community education, career, and transfer classes were derived from the general Kishwaukee College usage (see Appendices B-2 and B-3). In coding previous credits by department area, the three highest areas, according to credits received, were given one mark each. If there was less than three areas, then fewer marks were given.

After all survey responses were input into the computer for the Spring 1978 Semester, a printout was made matching surveys from the same student in different classes. These were checked for internal errors and corrected as needed. In some cases, additional information was sought from the student or student records.

Descriptive Questions

Nine descriptive questions are the basis for the statistical analysis of this study. In addition, other descriptive information was developed including community education class profiles and academic department profiles.

The nine questions are:

1. Are there demographic differences among the three major academic student divisions such as community education, career, and transfer?

2. Does the demographic profile of the student enrollments reflect that of the Kishwaukee College district?

3. Are there demographic differences between the day and evening student enrollments, excluding community education enrollments?

4. Are there demographic differences among enrollees in the 10 different types of community education classes?

5. Are there demographic differences among the community education student enrollments at the different attendance centers?

6. Are there demographic differences between the community education student who withdraws from class and the persister?

7. Are there demographic differences between the adult basic education student who withdraws from class and the persister?

8. Are the demographic characteristics for community education enrollments consistent from year-to-year for the same semester?

9. Are the demographic characteristics for community education enrollments consistent for the different semesters?

Analysis

The first part of this three-part study, Demographics of the Kishwaukee College Community, forms the basis for comparison between the community and the college. That study was based on an interpolation of the 1970 U.S. Census without attempting to compensate for changes since 1970. In the nine years since the census data has been gathered, some growth has taken place, but

this alone would not influence the analysis. However, shifts in the demographic profile of the area would affect the outcome of the study. It was felt that these demographic shifts have not been great and an attempt to correct for the shifts would have been beyond the scope of this project.

A unique element of the college district is the presence of a major state university within a realatively small community college district. Generally, students at the university do not participate in the community college to the same extent as do other residents of the district. The correction for the university population was made by "smoothing" the graphed population of DeKalb and thereby attributing the abnormalities in the graph to the excess university student population. This resulted in the elimination of 12,200 persons from the population which approximates other estimates of the number of "resident" university students in the district population.

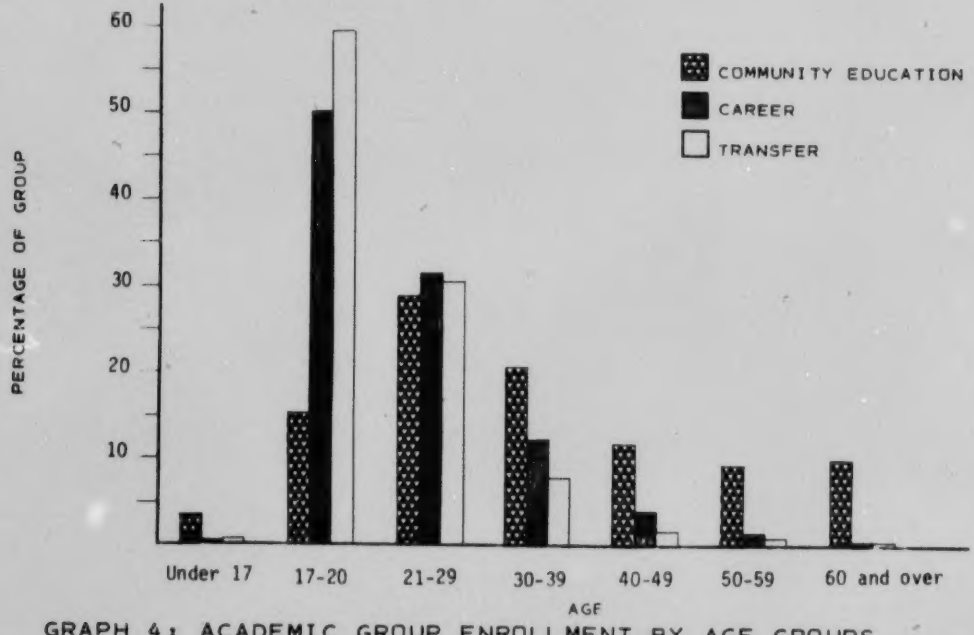
The major hypotheses of the study were tested statistically by the Chi-Square Method at the .05 level.

Chapter 4: RESULTS AND DISCUSSION

Each of the nine descriptive questions in this study was statistically tested after null hypotheses were formulated. Complete tables of the results and statistical data are contained in the series of appendices which start on page A-19. Two general observations can be made about the results: (1) the magnitude of statistical differences between community education enrollees and the other college enrollees at the college was generally of considerable statistical magnitude beyond p=.01, and (2) demographic data on the community education enrollee is considerably more diversified than either the career or transfer student.

Question 1: Are there demographic differences among the three major academic student divisions such as community education, career, and transfer?

Age. Community education student enrollments are spread over more age ranges than the other two academic areas and they tend to be generally older (see Graph 4). Student enrollments in the transfer area are mostly concentrated in the 17-20 year-old



GRAPH 4: ACADEMIC GROUP ENROLLMENT BY AGE GROUPS

range, while the career enrollments are spread across the 17-20 and the 21-29 year-old ranges. On the other hand, while most community education student enrollments are in the 21-29 year-old range, significantly more are in the under-17 and the 30-year-old and above categories than either of the other two groups. The average age for community education enrollees is 35.4 years compared to 24.4 years for career and 22.8 years for transfer enrollees.

Diversity seems to be characteristic of the community education enrollee while both career and transfer enrollees are more concentrated in single or adjacent age ranges.

These findings are consistent with other recent studies in the field. Nearly all other studies report an average non-traditional student age in the early 30s. However, the age ranges are very broad including 7 to 22 percent over 50 years of age and between 6.5 and 23 percent under the age of 21. Studies of continuing education classes show a modal age of 30 years at San Mateo Community College, a mean of 34 years at Montgomery College, and more than 22 percent of the students in the Los Angeles Community College District's community service classes were in the 26-35 year-old category, the largest single category in their study. A study of part-time students in Illinois showed more than one-third in the 26-35 age group with only slightly less than 23 percent between 22 and 25 years old. A study of community service participants at Hillsborough Community College revealed that nearly one-quarter of the persons were between 30 and 39 years old with another 36 percent 40 or more years old.

The extensive North Carolina study showed that the 30-39 age range was the median for the community college extension student. The same study showed the general curriculum student with a median age in the 20-25 year-old range.

TABLE 1: DEMOGRAPHIC CHARACTERISTICS, SEX, MARITAL STATUS, RACE, FIRST-TIME ENROLLMENT

Characteristics	Comm. Educ.	Career	Transfer
Sex			
Male	35.6%	66.2%	54.4%
Female	64.4	33.8	45.6
Marital Status			
Married	59.3%	25.9%	16.6%
Single	31.1	70.3	78.7
Widowed	4.6	0.2	0.3
Divorced	5.0	3.6	4.4
Race			
Caucasian/Indian	86.8%	89.1%	77.1%
Black	1.0	3.3	8.3
Oriental	2.5	0.6	0.9
Mexican	5.1	1.4	0.6
Other	4.8	5.6	13.1
First-Time Enrollment?			
Yes	53.0%	20.4%	22.1%
No	47.0	79.6	77.9

Sex. Enrollments in the community education area (see Table 1) are strongly female (64.4%) while career enrollments are just as strongly male (66.2%). Transfer student enrollees are slightly male (54.4%).

This large enrollment of women in community education is consistent with other studies just as is the relatively higher enrollment of men in the community college as a whole. Continuing education activities enrolled 75 percent female students at Harper College, 74 percent at Los Angeles Community College, 58 percent females at Montgomery College, and 49 percent at San Mateo. The North Carolina study showed more than 68 percent women in the extension area, but less than 40 percent in the general curriculum.

Marital Status. Both career and transfer enrollees were overwhelmingly single, although one-quarter of the career enrollees were married (see Table 1). Community education enrollees were more diversified, but nearly two-thirds were married and another 10 percent were widowed or divorced. This, again, confirms other studies which ranged from 67 percent in Hillsboro College community service activities to just over 51 percent in the Los Angeles Community College study who were married. The North Carolina study showed nearly 68 percent of the extension students married.

In addition, most of the studies found an abnormally high number of widowed, divorced,and separated students participating in the non-traditional education. This ranged from 14.5 percent for the Hillsboro Community College study to 13 percent for Los Angeles and 5.8 percent for Harper College.

Race. All three academic areas reflect the high Caucasian population of the area, but Oriental and Mexican enrollees were abnormally high in the community education area, apparently because of the comprehensive adult basic education program including English as a Second Language classes. Black and "other" enrollees are significantly higher in the transfer area, apparently because of the number of reverse transfers of black students from Northern Illinois University and the number of foreign students attending Kishwaukee College.

First Enrollment. More than half of the community education enrollments (53%) came from students who were enrolling at the college for the first time. At the same time, only about one out of five career and transfer enrollments were from first-time enrollees, possibly because this part of the study occurred during a spring semester.

Other studies have generally had the same results. Both the North Carolina and Los Angeles studies reported 54% first-time enrollees while the Montgomery College study showed about two-thirds as first-time students.

TABLE 2: DEMOGRAPHIC CHARACTERISTICS, YEARS SINCE ATTENDED, REASONS FOR ATTENDING, STUDENT STATUS

Characteristics	Comm. Educ.	Career	Transfer
Years Since Attended			
0	40.7%	79.3%	86.9%
1	9.6	4.8	4.9
2-4	19.8	9.1	5.5
5-9	10.9	4.0	2.3
10-14	4.9	1.0	0.1
15-19	2.9	0.8	0.0
20-29	4.7	0.7	0.2
30-38	2.4	0.3	0.1
39 and more	4.1	0.0	0.0
Reasons for Attending			
License/diploma	17.6%	54.9%	76.6%
To get a job	3.0	2.7	0.1
Personal interest	10.6	4.7	6.5
Socializing	9.8	0.1	0.7
Better skills	48.2	31.7	13.0
College preparation	1.0	0.8	0.6
Physical fitness	6.9	0.0	1.7
Professional growth	1.8	4.1	0.2
Update skills	1.2	1.0	0.6
Student Status			
Full-time	3.1%	62.5%	66.8%
Part-time	96.9	37.5	33.2

Years Since Attended School. Half of the community education enrollees had not attended formal education for two or more years in spite of the fact that many students do continue from semester to semester. Nearly one out of five community education enrollees had been out of schooling for 10 or more years. On the other hand, four out of five career enrollees and even more transfer enrollees had been in school during the previous year. The mean years-out-of-formal-schooling was 6.3 years for community education, 1.1 years for career, and 0.5 years for transfer.

Student Status. Nearly all community education enrollees (see Table 2) were part-time students while nearly two-thirds of the career and transfer students were full-time. Twelve semester hours credit or more constituted a full-time student.

Reasons for Attending. Community education enrollees take courses for a wider variety of reasons (see Table 2) than other students. Community education enrollees are significantly more likely to enroll to better skills or fitness, for socialization or personal interest, or to get a job. One out of six students enrolls for a license or diploma, reflecting a large number of GED students and persons being certified in food sanitation. On the other hand, more than three-quarters of the transfer students take the course because it is required for a degree or license, even though it may also improve skills. The career enrollee does enroll for reasons of a requirement, but he also is more likely than expected to enroll to get a job, to better skills, or for professional growth.

The first response only to this open-ended question was used, although many students had more than one reason for taking a particular course.

Education. Transfer and career enrollees were more likely to have had some college education, presumably this was somewhat influenced by the choice of a spring semester for the study. On the other hand, community education enrollees were more likely to have a much diversified educational background. They were significantly more likely to have a high school education or less, or a bachelor degree or higher.

TABLE 3: DEMOGRAPHIC CHARACTERISTICS: EDUCATION, RESIDENCE

Characteristics	Comm. Educ.	Career	Transfer
Education			
8th grade or less	10.8%	0.3%	0.1%
9th thru high school grad.	31.7	10.9	10.7
Some college	21.9	68.7	74.2
2-4 years of college	10.1	14.7	12.8
Bachelor degree	15.7	4.5	1.7
Graduate degree	9.8	0.9	0.5
Residence			
DeKalb	43.1%	38.8%	52.3%
Genoa/Kingston	8.5	4.7	4.1
Kirkland	0.8	2.5	2.0
Malta	1.9	2.5	4.9
Paw Paw	1.2	0.8	0.8
Rochelle	12.2	12.1	9.8
Shabbona	2.6	1.7	1.6
Sycamore	15.8	10.3	12.6
Waterman	1.6	2.1	2.0
Other	12.3	24.5	9.9

The educational level varied widely in other studies of community education students. Harper College showed no students with less than a high school education, but the North Carolina community colleges enrolled about 35 percent who had not graduated from high school. The community service program of Hillsboro Community College only had three percent of its participants with less than a high school education, 62 percent had more than a high school education. For the San Mateo study, this was 57 percent, and the Los Angeles study showed 52 percent with more than a high school education.

An Illinois study showed that nationally, the higher the educational level, the more likely the person was to participate in adult education with only 10 percent of the students in this study having less than a high school diploma.

Residence. The influence of the community centers for the community education classes is seen in the analysis of the residence. Although DeKalb was the main residence for all three academic groups, community education enrollees were more likely than expected to come from Rochelle, Genoa/Kingston, Shabbona, Sycamore and Paw Paw, all areas with community center classes. Kirkland, Waterman, and Malta, all areas without community center classes, had fewer community education students than might have been expected.

Transfer students tended to come more from the two largest communities, DeKalb and Sycamore, plus more than expected from Malta. One of the reasons for the higher than expected residence in Malta is that many of the foreign students who enroll in mostly transfer classes are living in that community. More than the expected number of career enrollees come from Rochelle, Kirkland, and "other" communities. The horticulture and agriculture programs draw heavily from outside the district and this could explain the "other" residence.

Occupation. About three-quarters of the enrollees in the transfer and career area consider their primary occupation a student while only about one in seven community education enrollees so indicated. This is not surpising considering that most of the

TABLE 4: DEMOGRAPHIC CHARACTERISTICS, OCCUPATION, LAST SCHOOL

Characteristics	Comm. Educ.	Career	Transfer
Occupation			
White-collar	31.3%	10.3%	6.8%
Blue-collar	14.9	10.5	4.6
Farmer	2.2	1.0	0.1
Unskilled	13.5	5.8	4.0
Housewife	16.1	1.8	2.6
Student	14.3	70.1	81.7
Retired	4.5	0.1	0.0
Unemployed	3.2	0.4	0.2
Last School			
High schools	26.1%	7.1%	5.2%
Kishwaukee College	41.0	77.0	76.9
Northern Illinois University	13.3	6.1	7.7
Other universities	8.9	3.4	2.8
Other	10.7	6.4	7.4

transfer and career enrollees were classified as full-time. Many of the community education students in this classification were apparently enrolled in intensive English as a Second Language classes.

About one-third of the community education enrollees reported white-collar occupations with the rest fairly well scattered. About one-quarter of the women (22.9%) reported their occupations as housewife. About one in 20 community education enrollees was retired. These results are somewhat similar to other studies, reporting occupations of community education students which showed about 50 percent from white-collar occupations, but no references were made to the demographic profile of their own service areas. These same studies showed a lower blue collar and unskilled participation in the educational program. This is not surprising considering the greater interest in education expressed by higher socio-economic groups.

The Los Angeles study showed that 22 percent of the participants were housewives and another 25 percent were in a professional occupation.

Last School Attended. Community education enrollees came from a wide variety of previous educational experience (see Table 4). More than one-quarter had last attended a high school. Another 40 percent last attended Kishwaukee College and 22 percent a university. Ten percent of the enrollees had been in other miscellaneous schooling including correspondence study and business or special schools. Because of the full-time status of most of the transfer and career students, most of them had been last enrolled at Kishwaukee College.

TABLE 5: DEMOGRAPHIC CHARACTERISTICS: CONCURRENT, PREVIOUS ENROLLMENT

Characteristics	Comm. Educ.	Career	Transfer
Concurrently Enrolled?			
Yes	24.4%	84.9%	93.6%
No	75.6	15.1	6.4
Area of Registration			
Same academic area	64.6%	67.9%	63.7%
Different	35.4	32.1	36.3
Previous Credit			
Same academic area	57.1%	61.5%	57.3%
Different	42.9	38.5	42.7

Concurrent Enrollment. Only about one-quarter of the community education enrollees were concurrently taking another class at the college, although nearly all of the transfer and more than six of seven career enrollees were concurrently enrolled. This undoubtedly reflects the full-time status of most career and transfer students. Of all enrollees who were taking other classes, about two-thirds were staying within their academic area for other classes.

Community education students taking other courses tended to evenly split between the career and transfer area. However, neither transfer and career enrollees tended to enroll in community education classes with only 2.8 percent of each doing so.

In other studies, concurrent enrollment in other college classes for the community education student ranged from 18 percent in Los Angeles to only five percent at Hillsborough.

Previous Credits. Similar to concurrent enrollment, previous credits earned at the college was consistently in the same area as their current enrollment. However, more than one-quarter of the community education enrollees had previously taken career courses and about one of six had taken transfer classes. At the same time, less than one of 20 career and transfer students had taken a community education class.

Community education students earning previous credits in the community education area generally had taken physical fitness, art and music, or adult basic education; in the career area they had taken business or secretarial science; and in the transfer area, humanities and social science. The career student with previous credits had generally taken physical fitness or career-oriented courses in community education; ag, business, mechanics or horticulture in the career area; or social science, humanities, or social science in the transfer area. The transfer student with previous credits had generally taken art or music classes in the community education area, business or data processing in the career area; or humanities or social science in the transfer area.

Summary. The career and transfer students seem to be quite similar to others in their own academic group; however, the community education students seem to be quite diverse.

The "typical" transfer enrollee is between 22 and 23 years old, a single full-time student who has continued at Kishwaukee from the previous semester, may be a white male or female, considers being a student as a primary occupation, takes courses for the purpose of getting a degree, lives in one of the larger population areas of the district, and is concurrently registered in other classes in the transfer or maybe career area.

The "typical" career enrollee is a white male about 24 years old and single, is continuing enrollment at the college from the previous semester, a full-time student whose reason for enrolling may be to get a degree or certificate or for better skills, considers being a student as a primary occupation, and is concurrently enrolled in other career or transfer courses.

The diversity of the data suggests that there is no typical community education student. However, a statistical average would suggest that the average enrollee is a white 35-year-old female who is a married housewife or a white-collar worker, has been out of formal education for about six years, takes only one course during the semester, may have had four years of college or a high school education or less, takes classes for bettering skills, and lives in one of the areas with a community center of the college.

Question 2: Does the demographic profile of the student enrollments reflect that of the Kishwaukee College district?

A cornerstone of the community college philosophy has been the "democratizing" of higher education and the broadening of the service base to all members of the community college area. If this is being accomplished in the Kishwaukee College district, then the demographic characteristics of the college enrollees will approximate the characteristics of the district population.

Age. Formal education traditionally has been a once-in-a-lifetime experience for the younger person. With the community college coming of age and the changes in our society, this has become an outmoded concept. However, it appears that the practice lags behind the concept. Nearly half of the college's enrollees were between 17 and 20 years of age (see Table 6) while only one in five of the district population was in this age category. However, at the same time, college enrollees nearly matched the district's 30-39 age group and only slightly exceeded the general population in the 21-29 age group. Both of these categories represent a significant broadening of the traditional college age groups.

The college as a whole significantly underserves persons 40 years old and older and the 15 to 16-year-old group when compared to the general population. It may be that the younger group is adequately served by the common schools of the area and does not have a need for the college at this time. Only about nine percent of the college's total enrollees are 40 years old or older, but more than 38 percent of the population fits this category.

TABLE 6: DEMOGRAPHIC CHARACTERISTICS: AGE, SEX, MARITAL STATUS

Characteristics	Community	College	Transfer/Career	Comm.Educ.
Age				
15-16 years	4.9%	0.8%	0.1%	3.5%
17-20	20.7	47.4	55.3	15.4
21-29	23.7	30.5	30.9	28.7
30-39	12.6	12.2	10.0	21.0
40-49	12.4	4.5	2.7	12.0
50-59	11.1	2.4	0.7	9.3
60 and over	14.6	2.2	0.3	10.1
Sex				
Male	48.5%	55.5%	60.3%	35.6%
Female	51.5	44.5	39.7	64.4
Marital Status				
Married	53.9%	28.7%	21.3%	59.4%
Single	38.6	66.0	74.4	31.0
Widowed	5.4	1.1	0.3	4.6
Divorced	2.1	4.2	4.0	5.0

The profile of the community education enrollees matches the community profile relatively closely. Except for the 30-39 year-old group which is overserved, community education enrollments are within about five percent of the community demographic statistics.

Sex. The college as a whole generally underserves the female population, but this is compensated for by community education enrollments (see Table 6) which are about two-thirds female. If analyzed separately, neither the community education area nor the more traditional college programs matched the

community profile. The traditional programs underserved females by about 12 percent and community education underserved males by about 13 percent. However, because of the higher number of enrollees in the traditional area, the college-wide totals still showed that the female population of the district was underserved by the college.

Marital Status. About twice as many divorced persons are being served by the college as would be expected, and this seems to be consistent in both community education and the traditional college area. At the same time, the married student and the widowed student are underserved by the college as a whole, but this is partially compensated for by the community education program. The community education profile closely matches the general community profile in this area.

Race. The college serves members of the non-white population of the area in a significantly greater rate than would be expected (see Table 7). Only 1.6 percent of the district is non-white, according to census data, but 16.2 percent of the college enrollees are non-white. Considering the philosophical basis of the community college, a significant difference in this direction would be expected; however, additional factors may be the relatively large number of foreign students attending the college and the apparent low count of Mexican-Americans on the census data.

TABLE 7: DEMOGRAPHIC CHARACTERISTICS: RACE, EDUCATION, RESIDENCE

Characteristics	Community	College	Transfer/Career	Comm.Educ.
Race				
Caucasian/Indian	98.4%	83.8%	83.1%	86.6%
Black	1.1	4.9	5.8	1.0
Oriental	0.2	1.1	0.8	2.5
Other	0.3	10.2	10.3	9.9
Education				
3rd grade & less	2.0%	0.3%	0.0%	1.5%
4th grade-8th grade	21.3	2.0	0.2	9.3
9th grade to 12th grade	15.0	5.4	2.0	19.4
High school graduate	33.8	9.5	8.8	12.4
Some college	11.5	74.8	85.2	32.0
College graduate	16.4	8.0	3.8	25.5
Residence				
DeKalb	50.%	53.7%	54.9%	49.1%
Genoa/Kingston	7.7	6.2	5.4	9.7
Kirkland	3.3	2.3	2.7	0.9
Malta	2.6	4.0	4.4	2.2
Paw Paw	1.7	1.1	1.0	1.4
Rochelle	15.7	13.4	13.3	13.9
Shabbona	1.8	2.2	2.0	3.0
Sycamore	14.6	14.7	13.8	18.0
Waterman	2.6	2.4	2.5	1.8

The traditional college area enrolls nearly six percent black students, compared to slightly more than one percent in the local population. Part of this is apparently caused by a number of "reverse transfers" from Northern Illinois University.

Education. This is the area of greatest difference between the community profile and the college enrollee profile. The traditional college programs enroll students who fall within a narrow band of educational achievement---a high school graduate or with some college credits. However, this is expected because of some program requirements and the very definition of educational level contained in this study. As soon as a student earned one credit at Kishwaukee, he would fall within the "some college" category even if he previously would have had less than a high school education.

At the same time, the community education profile, while not matching the community profile, did show a much greater dispersion. Nearly one-quarter of the district population 25 years old and older had an eighth grade education or less. The college had only about two percent of its enrollees in this area, but more than 10 percent of the community education enrollees fit this category.

At the other end of the scale, about 16 percent of the district population was a college graduate. The total college had only half of that percentage in its enrollees, but one-quarter of the community education enrollees held a college degree. In general, the community education enrollee had a higher educational background than the general population, and it also served as a compensating factor for the total college.

Residence. The total college enrollments were close to the community profile. The few communities which were underserved by the traditional area of the college included Genoa/Kingston, Kirkland, Paw Paw, Rochelle, and Sycamore. Four of the five locations were served by community centers and the community education enrollments in these four do tend to compensate for the traditional student enrollments. The lack of a community center in the Kirkland area apparently has led to a lack of full participation by that community in the college.

TABLE 8: DEMOGRAPHIC CHARACTERISTICS, OCCUPATION

Characteristics	Community	College Transfer/Career	Comm.Educ.	
Male				
White-collar	34.3%	26.8%	22.3%	34.9%
Blue-collar	35.4	43.9	51.2	30.6
Unskilled	13.1	20.7	21.1	20.1
Farmer	7.3	5.2	4.1	7.2
Retired	7.9	1.2	0.3	2.7
Unemployed	2.0	2.2	1.0	4.5
Female				
White-collar	46.7%	57.7%	62.0%	53.5%
Blue-collar	14.6	9.0	5.4	12.6
Unskilled	19.2	24.6	29.7	19.5
Farmer/farm manager	0.2	0.2	0.4	0.0
Retired	16.5	4.9	0.4	9.4
Unemployed	2.8	3.6	2.1	5.0

Occupation. Analysis of this area is difficult because nearly 79 percent of the transfer/career enrollees were classified as students and these were of necessity eliminated from comparison with the demographic data because no student category is in the census report. At the same time, less than 18 percent of the community education enrollees were classified as students. Community education enrollees showed a remarkable likeness to the community profile. Both the male and female retired persons were underserved in community education while unemployed males and females, unskilled males, and white-collar females appear to be well-served in community education.

The results in the transfer/career student area would seem to indicate that the males in blue-collar and unskilled jobs were over-represented. However, because this study measured student occupations and not their parents' occupations, it is likely that these results would show students working their way through college. Those students who were not working or working at minor part-time jobs would have listed student as their occupation. It is likely that their parents would have been listed in the white-collar occupations.

Summary. The college student profile did not match the demographic profile of the Kishwaukee College district; however, there was a very pronounced "broadening" of the traditional college student profile. In all characteristics, the community education student profile much more closely resembled the community profile than did the total college. This result is similar to the results of the North Carolina study which found that neither the credit nor extension student fully represented the general population, but that both together did match the community profile rather closely. The Kishwaukee results indicate that the transfer/career enrollments are too traditional to be fully compensated by the community education enrollees.

Question 3: Are there demographic differences between the day and evening student enrollments, excluding community education enrollments?

Evening class enrollments at community colleges have been rising dramatically, along with those in the community education area. It has already been shown that the total career and transfer enrollments do differ dramatically from those in community education. However, do the expanded evening enrollments in the career and transfer areas serve a different clientele in demographic terms or are the day and evening enrollments similar.

Age. Nearly two-thirds of the day enrollees are 20 years of age or younger, compared to more than one-third of the evening enrollees. Another third of the evening student enrollees are between 21 and 29 years of age and about a quarter are 30 years of age or older. The average age of the evening enrollee is 26.5 years compared to 22.5 years for the day enrollee. This does show a significant new population is being served, but the evening enrollee is still more similar to the day student

than to the community education enrollee whose average age is 35.4 years. More than half of the community education enrollees are 30 years old or older.

TABLE 9: DEMOGRAPHIC CHARACTERISTICS: AGE, MARITAL STATUS, RACE

Characteristics	Day	Evening
Age		
Under 20	62.5%	37.0%
21-29	29.1	35.5
30-39	6.5	18.9
40-49	1.3	6.4
50-59	0.4	1.6
60 and over	0.2	0.6
Marital Status		
Married	15.0%	37.3%
Single	82.6	57.5
Widowed	0.2	0.4
Divorced	2.2	4.8
Race		
Caucasian/Indian	80.9%	89.0%
Black	6.7	3.5
Oriental	0.7	0.9
Mexican	1.1	0.7
Other	10.6	5.9

Marital Status. Both the day and evening students were predominantly single, although there were significantly more married and divorced among the evening enrollees (see Table 9). Community education enrollees were predominantly married students.

Race. Significantly higher enrollments by whites existed among the evening students while day enrollments tended to have a higher representation of blacks, Mexicans and other minorities. Minority students in the career and

TABLE 10: DEMOGRAPHIC CHARACTERISTICS: EDUCATION, RESIDENCE, STATUS

Characteristics	Day	Evening
Education		
8th grade and less	0.2%	0.3%
9th grade thru high school	9.9	13.0
Some college	87.6	79.1
College degree	2.3	7.6
Residence		
DeKalb	46.5%	42.9%
Genoa/Kingston	4.5	4.2
Kirkland	1.7	3.7
Malta	3.7	3.7
Paw Paw	0.6	1.2
Rochelle	9.6	14.4
Shabbona	1.8	1.2
Sycamore	10.8	13.2
Waterman	2.1	2.1
Other	18.7	13.4
Student Status		
Full-time	77.8%	32.2%
Part-time	22.2	67.8

transfer areas tend to be full-time day students.

Education. Evening student enrollments show a more diverse educational background (see Table 10) than do the day students. However, about four-fifths of the evening students and nearly 90 percent of the day student enrollees do share "some college" as the dominant educational background. By contrast, less than one-third of the community education enrollees were classified as "some college."

Residence. Out-of-district and DeKalb students were significantly more represented in the day student enrollments, while some of the smaller population areas were more represented in the evening student body. There did not seem to be a consistent pattern among the smaller areas of the district in the evening registration.

Student Status. There was a highly significant difference between the day and evening enrollments in terms of student status. About two-thirds of the evening enrollees were part-time students while more than three-quarters of the day enrollments represented full-time students.

TABLE 11: DEMOGRAPHIC CHARACTERISTICS, FIRST-TIME ENROLLMENT, YEARS SINCE ATTENDED

Characteristics	Day	Evening
First-Time Enrollment		
Yes	20.0%	24.4%
No	80.0	75.6
Years Since Attended		
0 years	87.3%	72.2%
1	4.0	7.0
2-4	5.5	11.8
5-19	2.9	7.3
20 and more	0.3	1.7

First-Time Enrollment. Although there was a significant difference between the two groups, both day and evening student enrollments heavily represented returning students. Slightly more of the evening enrollments were from first-time students.

Years Since Attended. Both day and evening students, generally, have been away from schooling less than a year prior to enrolling for the current semester. However, about 20 percent of the evening enrollees had been out of school for two or more years, compared to less than 10 percent of the day students. The mean years for the evening enrollee was 1.5 years compared to 0.5 years for the day enrollee.

Reasons for Attending. About half of the evening enrollees took the class for the purpose of a license or diploma while more than two-thirds of the day enrollees did so for the same reason. However, a signficantly larger number of the evening student enrollees listed the improvement of skills and other reasons for taking the classes. This would be expected with the larger number of part-time students in the evening.

TABLE 12: DEMOGRAPHIC CHARACTERISTICS: REASONS FOR ATTENDING, CONCURRENT ENROLLMENT

Characteristics	Day	Evening
Reasons for Attending		
License/diploma	71.7%	50.4%
Better skills	19.9	28.7
Personal interest	5.3	6.4
Professional growth	0.9	5.4
Other	2.2	9.1
Concurrent Enrollment		
Yes	96.1%	71.7%
No	3.9	28.3

Concurrent Enrollment. Nearly one-third of the evening enrollees were not enrolled in another course during the semester as would be expected with the larger number of part-time students. For those students who were concurrently enrolled, the day enrollees were nearly evenly split between transfer and career classes. The evening students were more likely to be enrolled in career classes.

Occupations. Most day enrollees and about half of the evening enrollees considered their main occupation to be a student, reflecting the previously reported student status. As would be expected, the evening enrollees had a heavier representation of housewives and other occupations.

TABLE 13: DEMOGRAPHIC CHARACTERISTICS: OCCUPATIONS

Characteristics	Day	Evening
Occupations-Male		
White-collar	1.7%	13.1%
Blue-collar	5.3	26.1
Unskilled	1.8	11.6
Farmer	0.5	2.0
Student	90.7	46.4
Not working	0.0	0.8
Occupations-Female		
White-collar	5.7%	35.7%
Blue-collar	0.4	3.2
Unskilled	6.1	8.4
Farmer/Farm Manager	0.1	0.2
Housewife	3.8	9.6
Student	83.7	41.5
Not working	0.2	1.4

Non-Significant Tests. The only major demographic category showing no significant differences between day and evening enrollments was sex. About 60 percent of the enrollees in both day and evening were male.

Summary. It would appear that evening enrollments in the career and transfer area are reaching a significantly different audience than the day enrollments in every demographic area except sex. The evening enrollees show a general broadening of the traditional college student definition; however, the day and evening enrollees are much more similar to each other

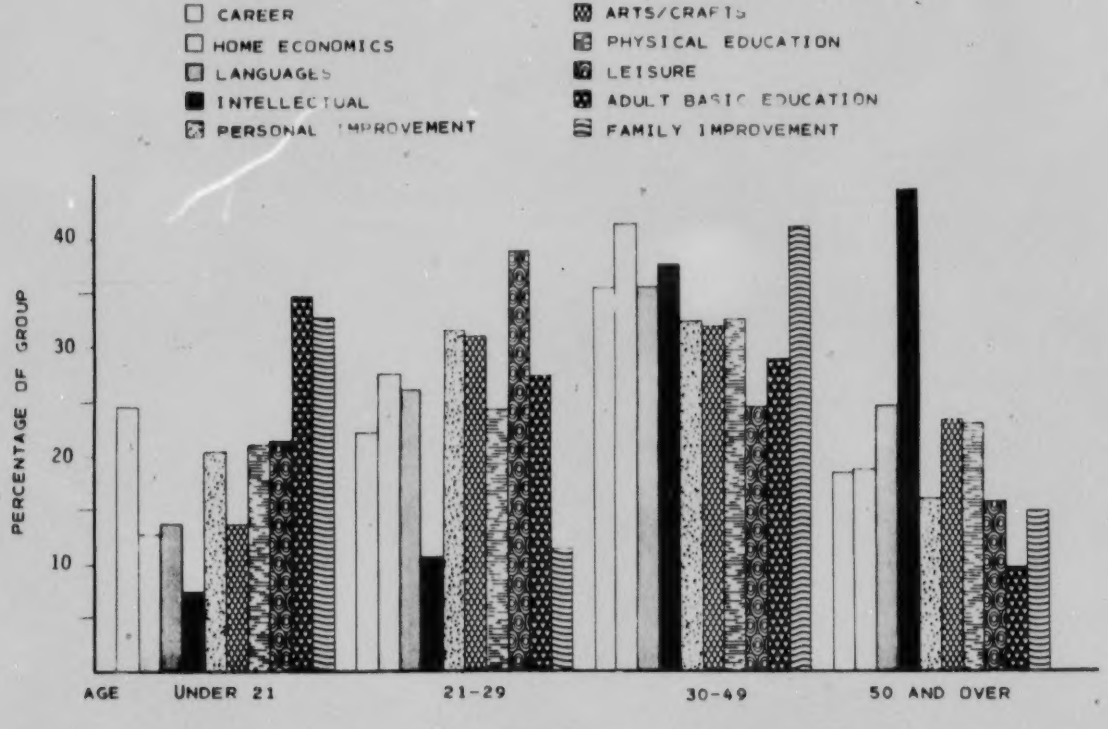
than they are with the community education enrollee.

Question 4: Are there demographic differences among enrollees in the 10 different types of community education classes?

Community education classes were grouped into 10 classifications for the study. They included career, home economics, languages, intellectual, personal improvement, arts and crafts, physical education, leisure time, adult basic education, and family improvement (see Appendix B-3).

Age. Significant differences were found among the class types in relation to the age of students. The average enrollee age ranged from 29.8 years old in adult basic education to 48.5 years old in the intellectual group of classes. The average age of enrollees in the other class groups was in the 30s, but significant differences among all class groups were found.

Although there were significantly more enrollees under 21 years of age in adult basic education, they were still present in fairly large numbers through the 40s when the number dropped rapidly. Enrollees in classes for family improvement tended to be bi-modal with a larger than expected number under 21 and a larger number in the 30s and 40s than would be expected because parents were encouraged to enroll with their children. The average age of this category was 30.9 years of age.



GRAPH 5: CLASS TYPE ENROLLMENTS BY AGE GROUP

Enrollees in the leisure-time and personal improvement classes had average ages of 31.8 and 33.4 years respectively and both had more than the expected number of students from the 21-29 year-old groups. Arts and crafts class enrollees averaged 36.2 years of age, but there were significantly more students in the 21-29 age range as well as the 50 year and older age range than would be expected.

Both career and home economics class groups had significantly more enrollees in the 30-49 age groups. This age group account for about 1/3 of the career enrollees and more than 40 percent of the home economics enrollees. The average age for career students was 33.6 years and for home economics students 35.9 years.

Three class groups, languages, intellectual, and physical education had significantly more students in the 50 years old and over age group than would be expected, although the physical education enrollees showed much more dispersion than the other two. The average age of the student in physical fitness was 35.8 years, languages 37.0 years and intellectual classes 48.5 years.

In summary, the young adult was generally more interested in personal improvement and the relaxation activities of the leisure and the arts and crafts classes, while the middle-aged adult tended toward the career and home economics classes. The old adult tended to enroll in languages and the intellectual group of courses. The adult who was 20 years old and younger tended toward adult basic education. Students in the physical fitness courses tended to be spread throughout the age spectrum.

Sex. With the exception of the personal improvement classes (see Table 14), all class groups were dominated by female enrollees. However, considering the 2-to-1 ratio of

TABLE 14: DEMOGRAPHIC CHARACTERISTICS: SEX, MARITAL STATUS, RACE

Character.	Career	Hom.Ec:	Lang.	Intell.	Per.Im.	Art/Cr	Phy.Ed	Leisure	ABE	Family
Sex										
Male	33.3%	6.1%	31.2%	18.4%	55.1%	20.2%	26.8%	40.0%	43.3%	32.8%
Female	66.7	93.9	68.8	81.6	44.9	79.8	73.2	60.0	56.7	67.2
Marital Status										
Married	58.7%	70.7%	52.4%	61.0%	55.4%	62.6%	52.5%	48.6%	50.8%	45.9%
Single	34.5	22.9	39.4	16.9	39.0	30.7	37.7	47.1	40.7	52.5
Other	6.8	6.4	8.2	22.1	5.6	6.7	9.8	4.3	8.5	1.6
Race										
Caucasian	95.4%	96.3%	96.5%	97.8%	97.0%	97.9%	97.4%	97.1%	67.9%	98.4%
Other	4.6	3.7	3.5	2.2	3.0	2.1	2.6	2.9	32.1	1.6

females to males in the community education classes, the 43 percent total of males in adult basic education showed a more even distribution than would be expected. There were especially heavy enrollments of women in the home economics classes (93.9 percent), intellectual classes (81.6 percent), arts and crafts

classes (79.8 percent), and physical fitness classes (73.2 percent).

Marital Status. Except for leisure and family improvement classes, more than half of the enrollees in all class groups were married. The leisure classes nearly were split evenly between the single and the married student. The majority of the students in the family improvement classes were single, but this result would be expected from the general requirement that parents and children enroll together.

Both the home economics and the arts and crafts classes showed significantly greater enrollments of married students while adult basic education and personal improvement classes had abnormally high enrollments of single students. Intellectual, language, and adult basic education classes enrolled relatively greater numbers of divorced students. Nearly one of four students in the intellectual classes was either widowed or divorced.

Race. With the exception of the adult basic education classes, there were no significant differences in racial composition among the class types. About two-thirds of the adult basic education students were white compared with a range from 95.4 percent of the career class enrollees to 98.4 percent of the family improvement enrollees.

Residence. Enrollments in the career classes and the leisure classes were distributed close to the community education enrollment profile. However, home economics, language, and personal improvement classes drew more than the expected number of students from DeKalb. The adult basic education classes drew more students from the Rochelle and Genoa/Kingston areas than would normally have been expected while the arts and crafts classes drew more heavily than would be expected in the smaller areas of the district. A problem in analyzing this variable is the non-random scheduling of classes at the attendance centers.

TABLE 15: DEMOGRAPHIC CHARACTERISTICS: RESIDENCE, EDUCATION, STUDENT STATUS

Character.	Career	HomeEc	Lang.	Intell.	Per.Imp	Art/Cr	Phy.Ed	Leisure	ABE	Family
Residence										
DeKalb	37.2%	47.1%	63.0%	36.8%	46.0%	37.4%	33.2%	42.0%	32.5%	21.3%
Genoa/King.	7.6	8.6	2.8	1.5	6.8	5.9	10.3	1.4	10.8	19.7
Rochelle	12.5	10.6	3.1	8.1	13.0	11.8	7.3	20.3	24.6	4.9
Sycamore	16.6	17.3	15.8	11.8	14.7	14.9	16.8	11.6	15.4	36.1
Others	26.1	16.4	15.3	41.8	19.5	30.0	32.4	24.7	16.7	18.0
Education										
8th & less	1.8%	0.6%	0.7%	1.5%	2.9%	4.1%	13.9%	2.9%	37.3%	49.1%
9th-h.s.	42.1	25.0	7.7	18.0	24.6	21.3	28.3	30.0	56.3	8.8
Some coll.	21.1	30.1	20.8	33.1	23.5	28.5	21.3	27.1	2.9	14.0
2-4 coll.	16.0	14.7	18.0	18.0	14.4	13.1	8.7	12.9	1.0	3.5
Bach.deg.	13.6	21.1	26.1	16.6	18.2	19.2	16.6	20.0	2.3	12.3
Grad.deg.	5.4	8.5	26.7	12.8	16.4	13.8	11.2	7.1	0.2	12.3
Student Status										
Full-time	1.9%	1.9%	3.4%	0.7%	3.6%	2.0%	0.2%	4.3%	3.1%	0.0%
Part-time	98.1	98.1	96.6	99.3	96.4	98.0	99.8	95.7	96.9	100.0

Education. Physical fitness class enrollees were dispersed throughout the educational spectrum. However, both the adult basic education and the family improvement students had significantly less education than other students. The nature of the adult basic education program would dictate that result and the pattern of enrolling both parent and child in the family improvement classes would explain the number of persons with a lower educational level.

Both career and home economics classes had more than the expected number of enrollees in the middle educational level, running from high school graduate to four years of college. Language courses, intellectual, and personal improvement courses tended to enroll more than the expected number of persons at the higher educational levels.

Student Status. Although all class groups had a very high level of part-time students, there was a statistically significant difference with four groups. Enrollees in the adult basic education, leisure, personal improvement and language classes tended to have more full-time students than the other class groups.

Last School Attended. Home economics and intellectual class enrollees were more likely to have last attended Kishwaukee

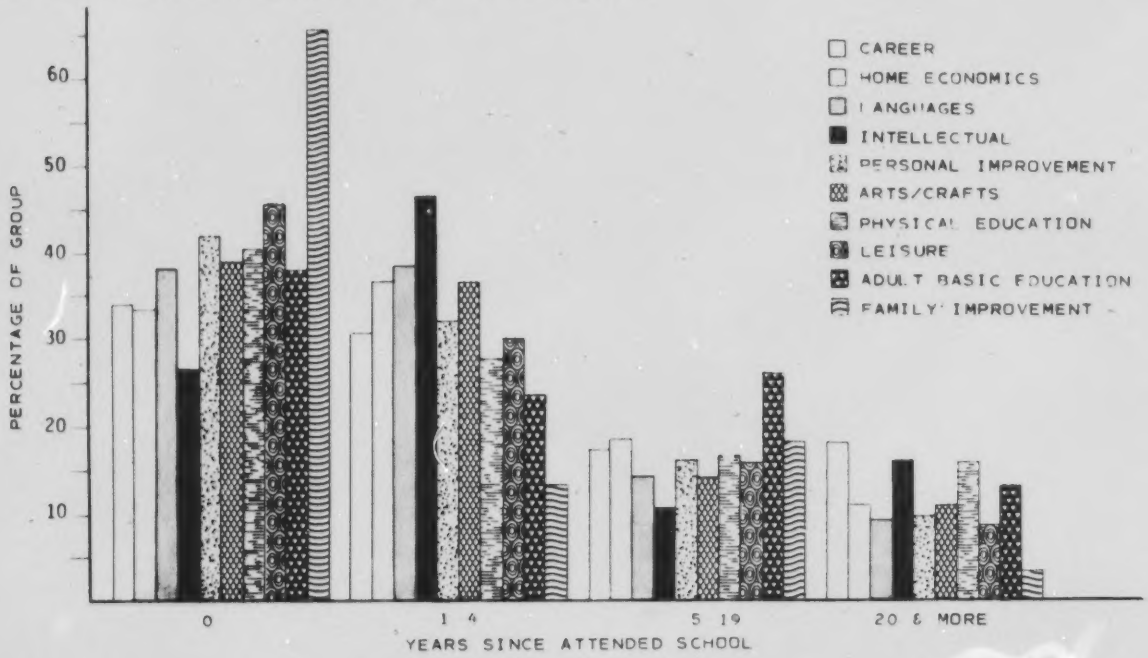
TABLE 16: DEMOGRAPHIC CHARACTERISTICS, LAST SCHOOL, REASONS FOR ATTENDING, FIRST ENROLLMENT

Character.	Career	HomeEc	Lang.	Intell.	Per.Imp	Art/Cr	Phy.Ed	Leisure	ABE	Family
Last School Attended										
DeKalb	12.3%	4.7%	2.9%	0.0%	7.2%	2.7%	3.4%	1.5%	9.9%	8.0%
Rochelle	4.4	0.6	1.1	1.7	3.7	2.0	3.3	7.7	9.2	0.0
Sycamore	2.8	1.8	1.4	0.0	3.4	1.1	3.1	3.1	5.3	4.0
North.Ill.	14.9	15.0	35.0	17.2	20.4	18.8	15.1	27.7	0.5	8.0
Kishwaukee	26.8	48.2	35.7	56.9	35.2	41.9	32.6	32.3	27.6	24.0
Other	38.8	29.7	23.9	24.2	30.1	33.5	42.5	27.7	47.5	56.0
Reasons for Attending										
Personal int.	9.9%	22.3%	16.8%	30.3%	14.2%	29.4%	7.1%	32.8%	1.3%	19.0%
Socializing	0.4	14.1	3.3	4.2	6.5	20.0	23.0	17.9	0.2	38.1
Better ski.	27.9	54.5	58.4	51.3	64.5	48.2	39.5	46.3	36.4	42.9
Other	61.8	9.1	21.5	14.2	14.8	2.4	30.4	3.0	62.1	0.0
First Enrollment										
Yes	65.7%	45.7%	50.3%	36.6%	57.0%	46.1%	57.8%	55.7%	72.0%	69.5%
No	34.3	54.3	49.7	63.4	43.0	53.9	42.2	44.3	28.0	30.5

College than would be expected (see Table 16). However, enrollees in language, leisure or personal improvement classes were more likely than expected to have last attended Northern Illinois University or other universities. Arts and crafts enrollees were more likely to have last attended either Northern Illinois University, another university, or Kishwaukee College. Career class enrollees were more likely than expected to have last attended DeKalb High School or "other" schools. Adult basic education enrollees were more likely to have come from high schools than any higher education.

Reasons for Attending. Although about half of the enrollees in the home economics and the arts and crafts classes took the courses to gain better skills, more than the expected number also enrolled for personal interest and for socialization (see Table 16 and Appendix P). Enrollees in the language and intellectual groups of classes were similar in enrolling for better skills, personal interest and professional growth. About one-third of the adult basic education students did enroll for better skills, but many more enrolled for diploma purposes. Career class students enrolled in significantly greater numbers for purposes of a license or diploma, professional growth, to update skills or for college preparation. Nearly two-thirds of the enrollees in personal improvement courses did so to gain better skills. Enrollees in physical fitness classes did so in significantly greater numbers than would be expected statistically for better fitness and for socialization.

First-Time Enrollment. Enrollees in the career, adult basic education, and family improvement groups were more likely to be first-time students at the college than the other groups. Classes in home economics, arts and crafts, intellectual topics and languages were more likely than expected to enroll returning students. Adult basic education and career students tended to enroll, apparently, for a specific course and purpose and when that was achieved, did not return to the community education classes. The family improvement classes were relatively new and were still drawing a new clientele.



GRAPH 6: CLASS TYPE ENROLLMENTS BY YEARS SINCE ATTENDED

Years Since Attended. As would be expected, family improvement classes had a high number of enrollees who had been out of school less than a year. In fact, the high number of young persons in those classes would indicate most were concurrently enrolled in a grade

school. Although nearly two-thirds of the adult basic education students had been out of school less than five years, more than the expected number of enrollees had been out of school from 5 to 29 years (see Appendix P). Physical fitness courses drew more heavily than expected from the 39 years and more category, reflecting the senior citizen physical fitness classes. Both the language and home economics classes showed strong enrollment from students who had been out of school from one to four years, while the intellectual classes showed strong enrollment from the one-year category and the 39-years-and-over category. The mean number of years away from schooling for each class group was 9.0 years for intellectual; 8.1 years, career; 7.6 years, physical fitness; 7.0 years, adult basic education; 6.1 years, home economics; 5.6 years, arts and crafts; 5.5 years, personal improvement; 5.1 years, languages; 4.9 years, leisure; and 2.6 years, family improvement.

TABLE 17: DEMOGRAPHIC CHARACTERISTICS: OCCUPATIONS - MALE/FEMALE

Character.	Career	Hom.Ec.	Lang.	Intell.	Per.Im	Art/Cr	Phy.Ed	Leisure	ABE	Family
Male Occupations										
White-col.	44.6%	33.3%	66.0%	46.6%	49.6%	42.8%	50.0%	25.0%	3.6%	0.0%
Blue-col.	14.3	0.0	6.4	13.4	16.8	11.9	13.2	25.0	35.0	0.0
Unskilled	16.1	33.3	6.4	20.0	5.0	11.9	9.4	0.0	26.8	0.0
Farmer	5.4	0.0	10.6	0.0	8.4	2.4	15.1	0.0	2.1	0.0
Student	16.9	33.4	8.5	20.0	18.5	16.7	3.8	50.0	18.5	100.0
Not work.	2.7	0.0	2.1	0.0	1.7	14.3	8.5	0.0	14.0	0.0
Female Occupations										
White-col.	45.8%	45.2%	50.4%	30.8%	56.1%	34.6%	40.3%	61.6%	6.8%	11.8%
Blue-col.	4.2	3.2	3.3	3.8	1.8	1.6	2.3	0.0	17.4	0.0
Unskilled	20.8	7.7	13.2	1.9	6.1	8.5	6.0	0.0	24.4	5.9
Housewife	14.3	38.0	24.0	28.9	25.5	37.4	28.2	15.4	26.4	47.0
Student	13.7	5.4	5.0	1.9	7.9	10.6	14.1	23.0	6.8	35.3
Not work.	1.2	0.5	4.1	32.7	2.6	7.3	9.1	0.0	20.2	0.0

Occupation. Both men and women were somewhat similar in choice of courses based on their own occupation. The professional man or woman tended to choose a class in languages, personal improvement, intellectual or physical fitness groups. In addition, women in the white-collar occupations frequently selected home economics classes. Both men and women in the service occupations and mid-management enrolled in career courses more frequently than would be expected. Retired women tended to choose intellectual, physical fitness or adult basic education classes, while the retired men chose arts and crafts or physical fitness. The adult basic education classes attracted unemployed men and women, as well as blue-collar and unskilled men and women. Housewives tended to enroll in home economics, intellectual, and arts and crafts courses more than would be expected.

Concurrent Enrollment. Students in the career, physical fitness, or adult basic education classes were much less likely to be concurrently enrolled at the college than were students in the home economics, language, or arts and crafts classes. For those students who were concurrently enrolled, career course enrollees were found to be more likely to be concurrently enrolled in career program courses at the college. Home economics, language, and arts and crafts students were more likely to be taking other community education classes.

TABLE 18: DEMOGRAPHIC CHARACTERISTICS, CONCURRENT, PREVIOUS ENROLLMENT

Character.	Career	Hom.Ec.	Lang.	Intell.	Per.Im.	Art/Cr	Phy.Ed	Leisure	ABE	Family
Concurrent Enrollment										
Yes	10.9%	27.5%	26.8%	20.0%	16.6%	21.8%	10.9%	17.1%	6.5%	4.9%
No	89.1	72.5	73.2	80.0	83.4	78.2	89.1	82.9	93.5	95.1
Types, Concurrent Enrollment										
Transfer	25.5%	9.3%	14.4%	3.8%	23.5%	13.3%	20.2%	15.4%	16.9%	33.3%
Career	41.8	13.9	12.4	26.9	36.1	19.1	20.2	30.8	22.3	0.0
Comm.educ.	32.7	76.8	73.2	69.3	40.4	67.6	59.6	53.8	60.8	66.7
Type, Previous Enrollment										
Transfer	24.8%	14.1%	25.1%	17.0%	28.0%	17.5%	15.2%	13.2%	3.3%	13.0%
Career	37.2	22.4	24.6	18.0	30.1	22.4	22.9	28.9	8.5	13.0
Comm.educ.	38.0	63.5	50.3	65.0	41.9	50.1	51.9	57.9	88.2	74.0

Previous Credits. Of the 10 class groups, career enrollees were more likely to have previous credits in the career or transfer area of the college. Language and personal improvement enrollees were more likely than expected to have previous credits in the transfer courses. However, all class groups did have more previous credits in the community education field than the other academic areas.

Summary. Few students, if any, would fit a profile of students in the various class groups. However, a statistical profile would indicate the following: career enrollee - 30 to 49 years old, first-time enrollment at the college, a middle educational level (between some college and a bachelor's degree); home economics enrollee - 30 to 49 years old, female, married, middle educational level; language enrollee - 30 to 49 years old, high educational level, tends to be married but a likelihood of being widowed or divorced; intellectual enrollee - 50 years old or over, female, high educational level, tends to be married but a likelihood of being widowed or divorced; personal improvement enrollee - 21 to 49 years old, male, high educational level; arts and crafts enrollee - 21 to 49 years old, female, married; physical fitness enrollee - 30 to 49 years old; leisure enrollee - 21 to 29 years old, may be single or married; family improvement enrollee - under 21 years old or between 30 and 49 years old, a first-time enrollment at the college, single or married; and an adult basic education enrollee - under 21 years of age, a first-time enrollment at the college, a low educational level, tend to be Caucasian but one in three are other races, may be male or female.

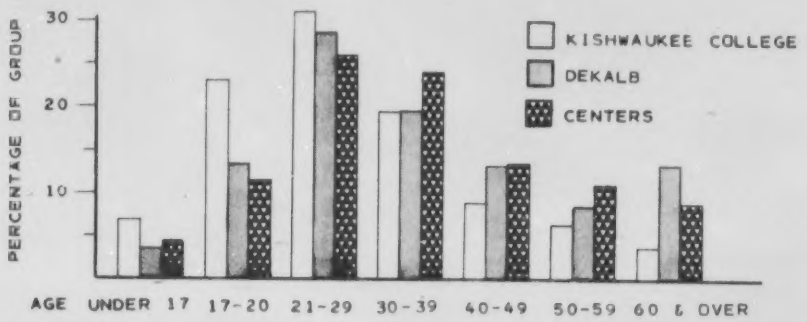
Question 5: Are there demographic differences among the community education student enrollments at the different attendance centers?

The previous section has shown that there are significant differences in student characteristics among students enrolled in the different class groups of community education students. This section will look at differences among student enrollees based on location. These differences may be attributed to location, but they also must be partially attributed to types of classes offered at that center. No attempt has been made

to differentiate between the two possible causes.

In general, classes offered at the Kishwaukee College campus included more career, personal improvement, arts and crafts, and adult basic education. DeKalb classes tended to be home economics, languages, and leisure-oriented with the average number of classes in intellectual and physical fitness. Classes held in the centers tended to be physical fitness, arts and crafts, family improvement, and intellectual with an average number of classes in personal improvement and adult basic education.

Age. The greatest number of enrollments on the college campus, in the DeKalb classes, and in the centers was in the 21-29 age group. However, the students on the college campus tended to be younger and were present in signficantly higher numbers in all three age groups which were 29 years old and younger. Enrollees in DeKalb were present in significantly

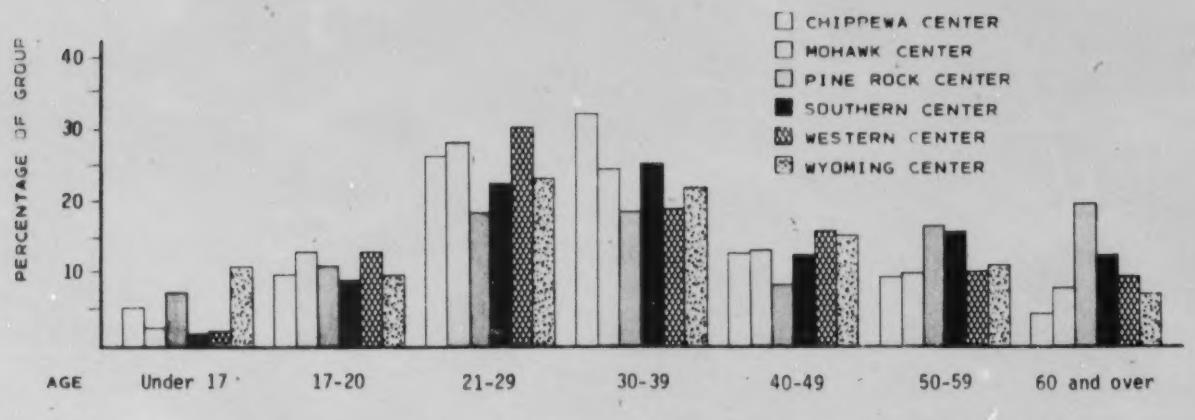


GRAPH 7: CAMPUS ENROLLMENTS BY AGE GROUP

higher numbers in the 30-49 years old and the 60 years and over groups, while the center enrollees were significantly higher in the 30-59 age groups. The average age for the college campus enrollees was 30.1 years, for DeKalb 36.9 years, and for the centers 35.9 years.

There were also statistically significant differences between the DeKalb enrollees and the other centers, but to a much less degree than when the college campus was included.

Most of the enrollees at the centers were in the 21-29 year old range or the 30-39 age range (see Graph 8). However, there were significant differences among the centers. Both the Mohawk Community Center in Sycamore and the Western Community Center in Rochelle showed significantly greater enrollment in the 17-29 year old age ranges. The Chippewa Community Center in Genoa/Kingston tended to attract more of the "average" community education student, the 30-39 year old. Both the Southern Community Center in Shabbona and the Pine Rock Community Center in Chana attracted more students than expected in the 50 year old and older range. However, both the Pine Rock and the Wyoming Community Center in Paw Paw also attracted more than the expected number of students



GRAPH 8: CENTER ENROLLMENTS BY AGE GROUP

in the 17 years old and under range. Average ages at the centers include Pine Rock, 40.7 years old; Southern, 38.8 years old; Western, 36.0 years old; Mohawk, 35.1 years old; Wyoming, 34.3 years old; and Chippewa, 34.1 years old.

TABLE 19: DEMOGRAPHIC CHARACTERISTICS: SEX, MARITAL STATUS, RACE, STUDENT STATUS

Characteristics	College Campus	DeKalb	Centers
Sex			
Male	42.3%	32.2%	31.7%
Female	57.7	67.8	68.3
Marital Status			
Married	49.7%	55.9%	64.6%
Single	43.2	33.2	29.2
Widowed	2.0	6.5	2.8
Divorced	5.1	4.4	3.4
Race			
Caucasian	86.8%	88.9%	88.8%
Black	1.6	0.8	0.7
Oriental	1.5	3.2	1.6
Mexican	4.7	4.0	7.5
Other	5.4	3.1	1.4
Student Status			
Full-time	4.2%	1.4%	1.0%
Part-time	95.8	98.6	99.0

Sex. There were significantly more male enrollees in courses on the college campus (see Table 19) than in classes in DeKalb or the centers, although there was a female majority at all locations. There was no significant difference between DeKalb and the community centers.

There were also significant differences in enrollees at the different community centers (see Table 20). Although the large majority of students at each center was female, there were more males than would be expected at the Mohawk and Western centers. Possibly, this was caused by the number of ballroom and square dance classes offered at the Mohawk Center

which would enroll men and women in near equal numbers, and the large enrollment of adult basic education students who tended to be evenly split between male and female at the Western Center.

Marital Status. About half of the enrollees on the college campus were married, compared to nearly two-thirds in the centers. There were significant differences not only among the location types, but also between DeKalb and the centers. The center enrollees were more likely to be married than would be expected, while the DeKalb enrollees had nearly twice as many widowed as expected. The college campus attracted more single and divorced persons than would be expected.

There were small, but significant differences among the centers. Although a majority of all center enrollees were married, the Chippewa Center and the Mohawk Center enrolled more single persons than would be expected. In addition, more divorced persons enrolled at the Mohawk Center and more widowed at the Pine Rock Center than expected.

TABLE 20: DEMOGRAPHIC CHARACTERISTICS: SEX, MARITAL STATUS, RACE, STUDENT STATUS

Characteristics	Chippewa	Mohawk	Pine Rock	Southern	Western	Wyoming
Sex						
Male	23.4%	37.7%	23.2%	18.9%	39.7%	28.2%
Female	76.6	62.3	76.8	81.1	60.3	71.8
Marital Status						
Married	60.8%	62.9%	64.5%	74.8%	68.5%	64.6%
Single	32.6	30.8	23.6	19.8	27.4	31.5
Other	6.6	6.3	11.9	5.4	4.1	3.9
Race						
Caucasian	91.1%	94.8%	97.0%	100.0%	60.3%	97.2%
Other	8.9	5.2	3.0	0.0	39.7	2.8
Student Status						
Full-time	0.0%	0.8%	0.0%	0.0%	3.5%	1.1%
Part-time	100.0	99.2	100.0	100.0	96.5	98.9

Race. Significant differences in race probably reflected enrollment patterns in the adult basic education classes. There were significant differnces among the six centers only because of a very high enrollment of Mexican-Americans at the Western Center where several English as a Second Language classes were offered and directed specifically to the migrant or recent-migrant worker. Because of this, center enrollments as a whole were high in Mexican-Americans when compared to DeKalb and the campus. The DeKalb classes also tended to be high in the number of Oriental enrollees, while the on-campus classes were high in blacks and others. This would be expected because of the pattern of adult basic education offerings.

Student Status. There were significant differences in comparing the on-campus classes with the off-campus classes and also comparing the Western Center with other center classes. There was no significant difference between DeKalb and the centers. Two to three times as many full-time students were enrolled in on-campus community education classes as off-campus classes.

The Western Center also enrolled about twice as many full-time students as did the other centers.

Residence. Because of a lack of a population center nearby, Kishwaukee campus generally enrolled students from greater distances. However, it was also apparent that the campus enrollees were more diversified in distance than at the centers. DeKalb enrolled about two-thirds of its students from DeKalb. The centers tended to depend more on a neighboring village with more than 80 percent of the enrollees coming from the same address as the center or an adjacent one.

The Wyoming Center drew a significantly greater number of students from out-of-district, presumably from the Earlville area. The Chippewa and Western centers drew heavily from their own village or city. Both the Mohawk and Pine Rock centers showed a significantly greater number of students from nearby areas, presumably reflecting the adjacent larger population areas of DeKalb and Rochelle-Oregon.

TABLE 21: DEMOGRAPHIC CHARACTERISTICS, RESIDENCE, EDUCATION, LAST SCHOOL ATTENDED

Characteristics	College Campus	DeKalb	Centers
Residence			
Same location	3.8%	64.4%	58.6%
Adjacent village/city	38.3	18.6	25.5
Other in-district	45.0	9.7	8.2
Other	12.9	7.3	7.7
Education			
8th grade and less	11.8%	8.5%	15.0%
9th grade thru high sch.	41.4	27.0	33.8
Some college	16.8	21.4	21.8
2-4 years of college	9.3	12.7	8.7
Bachelor degree	12.2	17.9	13.0
Graduate degree	8.5	12.5	7.7
Last School Attended			
District schools	22.8%	11.1%	13.8%
Northern Ill. Univ.	13.3	19.2	11.1
Kishwaukee College	30.0	40.0	36.4
Other universities	9.8	10.9	11.3
Other	24.1	18.8	27.4

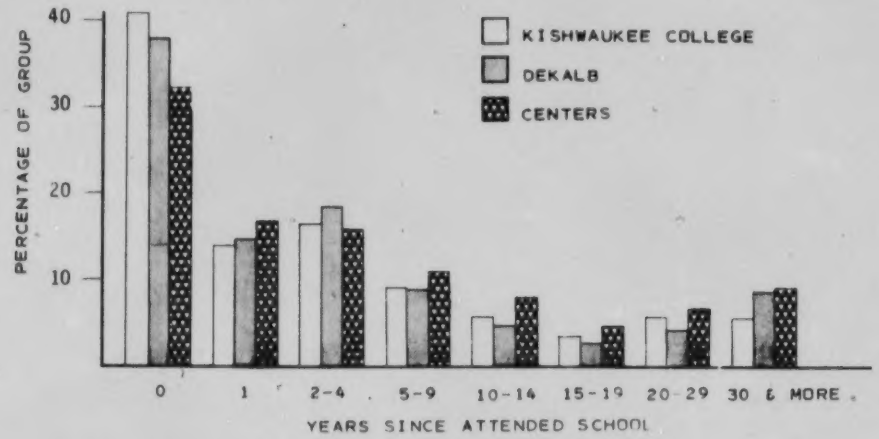
Education. The educational level of enrollees in the DeKalb classes was significantly higher than other locations. There were more enrollees than expected in the 2-4 years of college, bachelor's degree, and graduate degree categories. Nearly half of the center enrollees were high school graduates or less. There were more than the expected number of enrollees on campus in the ninth-grade-to-high-school-graduate category.

Within the centers, the Mohawk Center, like DeKalb, tended to have more enrollees with the higher educational level. The Southern Center had more than the expected number in the "some college" and "bachelor's degree" categories. Chippewa, Pine Rock, and Western centers tended to have more students in the high school graduate or less category.

TABLE 22: DEMOGRAPHIC CHARACTERISTICS: RESIDENCE, EDUCATION, LAST SCHOOL ATTENDED

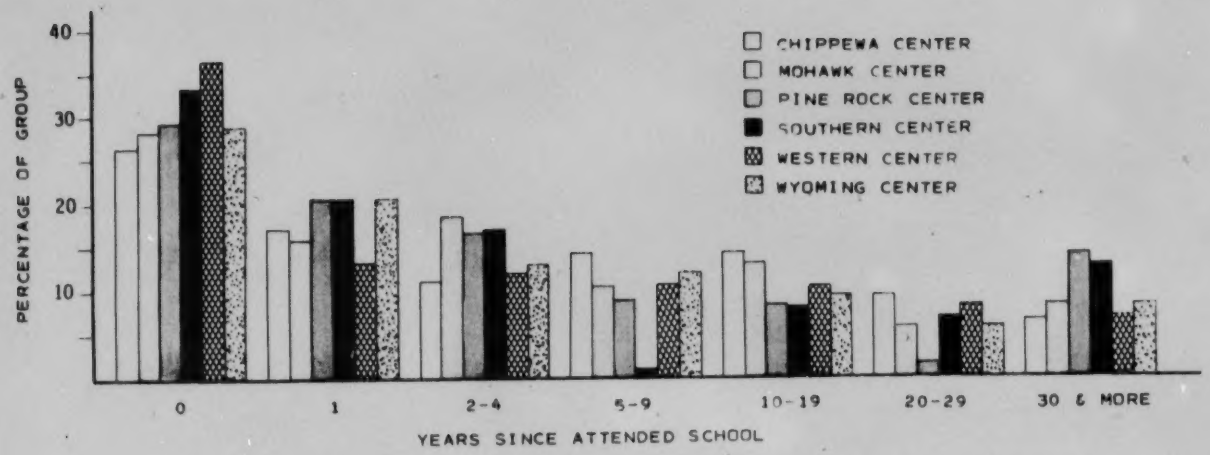
Characteristics	Chippewa	Mohawk	Pine Rock	Southern	Western	Wyoming
Residence						
Same as center	72.7%	49.4%	46.8%	51.4%	74.4%	55.8%
Adjacent village	17.8	38.1	51.2	18.0	6.3	2.8
Other in-district	5.3	6.1	2.0	19.8	14.2	10.5
Other	4.2	6.4	0.0	10.8	5.1	30.9
Education						
8th grade & less	18.8%	9.6%	8.6%	0.9%	33.6%	11.6%
9th thru high sch.	42.5	29.0	51.8	27.5	21.6	40.5
Some college	22.0	20.3	21.8	33.9	18.9	24.3
2-4 yrs. college	6.4	11.6	4.6	9.2	8.3	6.9
Bachelor degree	5.8	17.2	10.7	20.2	11.0	12.7
Graduate degree	4.5	12.3	2.5	8.3	6.6	4.0
Last School Attended						
District schools	10.8%	16.8%	10.1%	15.3%	9.2%	18.9%
Northern Ill. Univ.	10.2	17.1	4.8	9.5	6.9	6.7
Kishwaukee College	35.2	33.6	38.6	48.6	40.9	30.5
Other universities	7.7	14.3	9.5	11.4	9.1	11.0
Other	36.1	18.2	37.0	15.2	33.9	32.9

Last School Attended. Students in the DeKalb classes were more likely to have last attended three schools, DeKalb High School, Northern Illinois University, or Kishwaukee College. At the same time, students attending on-campus classes were more likely to have last attended in-district or other high schools than were students at other locations. Students at the community centers showed a great diversity of schools last attended.



GRAPH 9: CAMPUS ENROLLMENTS BY YEARS SINCE ATTENDED

Years Since Attended. Students attending on-campus classes were more likely to have been out-of-school less than one year than those in off-campus classes. At the same time, DeKalb enrollees were more likely to have been out of school for less than one year, two to four years, or more than 39 years. This undoubtedly reflects the number of repeat Kishwaukee College enrollees, plus the high number of senior citizens enrolling in DeKalb classes. Center enrollees were more likely to have been out of class one year or five through 38 years, showing the



GRAPH 10: CENTER ENROLLMENTS BY YEARS SINCE ATTENDED

diversity of the center enrollee's background. The mean years since attending formal schooling was 5.6 years for on-campus classes, 6.7 years for DeKalb classes, and 7.8 years for center classes. Southern, Pine Rock, and Chippewa centers had students who averaged the longest out of formal schooling.

Reasons for Attending. Significant differences existed among the on-campus, DeKalb and community center enrollees in their reasons for taking a class. Although gaining better skills was the leading reason at all three location types, the centers showed a greater number of students than expected who enrolled for purposes of bettering skills, socialization, and better fitness. DeKalb class enrollees tended toward personal interest, better fitness, professional growth, or updating skills, while on-campus classes had a greater than expected number of students enrolling to gain a license or diploma, to get a job, or for college preparation.

First Enrollment. On-campus students were much more likely to be first-time students than were those in DeKalb or in the centers. This could lead to an assumption that the off-campus students were more likely to see the center as their continued place of learning and to be developing an identity with it rather than as a place only offering a specific class which they wanted at a particular time. There was a small, but significant difference showing DeKalb as more likely to have repeat students than were the community centers.

The Chippewa Center was more likely to have first-time students, while Pine Rock, Southern, and Western centers were more likely to have returning students (see Table 24). Attendance at the Chippewa Center has been more sporadic than the other centers and this could be partially explained by the lack of repeat students.

Concurrent Enrollment. DeKalb enrollees were very similar to the on-campus students in that they were more likely to be concurrently enrolled in another college class than center students. However, while more than half of the on-campus

TABLE 23: DEMOGRAPHIC CHARACTERISTICS, REASONS FOR ATTENDING, FIRST ENROLLMENT, CONCURRENT/PREVIOUS CREDIT, OCCUPATIONS

Characteristics	College Campus	DeKalb	Centers
Reasons for Attending			
License/diploma	29.7%	9.7%	13.2%
Personal interest	12.7	15.3	11.1
Socializing	6.4	9.9	13.5
Better skills	40.3	46.3	49.5
Continuing education	4.6	6.6	3.3
Better fitness	0.8	10.3	7.3
Other	5.5	1.9	2.1
First Enrollment			
Yes	63.3%	53.7%	57.6%
No	36.7	46.3	42.4
Concurrent Enrollment			
Yes	19.3%	21.2%	8.9%
No	80.7	78.8	91.1
Type-Concurrent Enrollment			
Transfer	23.1%	12.4%	15.7%
Career	30.4	17.0	27.9
Community education	46.5	70.6	56.4
Type-Previous Credit			
Transfer	20.8%	17.8%	13.9%
Career	28.4	23.1	21.4
Community education	50.8	59.1	64.7
Male Occupations			
White-collar	29.2%	34.4%	31.6%
Blue-collar	20.6	20.2	36.3
Unskilled	16.9	17.2	10.3
Farmer	3.2	6.2	9.2
Student	22.1	13.0	6.1
Not working	8.0	9.0	6.5
Female Occupations			
White-collar	31.9%	38.0%	36.0%
Blue-collar	5.6	4.4	12.3
Unskilled	14.8	10.0	8.5
Housewife	21.2	31.5	31.3
Student	18.0	6.6	6.2
Not working	8.5	9.5	5.7

community education students who were concurrently enrolled were taking career or transfer classes, the concurrently enrolled DeKalb student was more likely to be taking another community education class. Several DeKalb community education classes were offered in a sequence during the same semester and this would confirm the finding. More than half of the concurrently enrolled center students also took community education classes.

Previous Credit. More than half of the community education enrollees in all locations who had previous Kishwaukee College credit, had earned it in community education classes. However, on-campus students were more likely than others to have the previous credit in the transfer or career area. There also was a significant difference between DeKalb and the centers

with DeKalb students more likely to have had transfer credit and the center students more likely to have had community education credit.

Occupations. Among both men and women, enrollees with a white-collar occupation or who were retired (see Appendix J), were more likely to be enrolled in DeKalb classes. Students and unskilled occupations were more likely to be represented in the on-campus classes, while blue-collar workers were more represented in the center enrollment. Housewives were more heavily represented in the center and DeKalb enrollment than on-campus.

TABLE 24: DEMOGRAPHIC CHARACTERISTICS: FIRST ENROLLMENT, REASONS FOR ATTENDING, OCCUPATIONS - MALE/FEMALE

Characteristics	Chippewa	Mohawk	Pine Rock	Southern	Western	Wyoming
Reasons for Attending						
Personal interest	7.3%	11.6%	9.8%	12.4%	11.9%	15.9%
Socialization	12.4	16.5	6.3	8.2	10.7	20.5
Better skills	41.5	47.2	52.9	58.8	63.5	39.8
Other	38.8	24.7	31.0	20.6	13.9	23.8
First Enrollment						
Yes	66.2%	60.1%	54.5%	39.1%	51.1%	58.9%
No	33.8	39.9	45.5	60.9	48.9	51.1
Male Occupations						
White-collar	27.3%	38.2%	16.6%	53.9%	22.5%	26.6
Blue-collar	29.0	30.2	38.9	23.0	61.3	20.0
Unskilled	12.8	10.5	11.1	0.0	6.3	20.0
Farmer	7.3	9.3	16.7	15.4	5.0	16.7
Student	12.7	5.6	5.6	7.7	1.2	10.0
Not working	10.9	6.2	11.1	0.0	3.7	6.7
Female Occupations						
White-collar	32.5%	43.7%	21.5%	24.2%	43.8%	35.7%
Blue-collar	16.9	3.3	13.2	0.0	33.3	4.2
Unskilled	9.3	10.3	9.1	9.7	3.7	7.4
Housewife	30.2	30.1	43.0	51.6	9.6	41.1
Student	5.8	4.3	4.1	12.9	6.7	10.5
Not working	5.3	8.3	9.1	1.6	2.9	1.1

There were significant differences among the centers also, with the white-collar enrollment heavier at the Mohawk and Western centers, the next most urban after DeKalb. Housewives had the greatest representation, along with farmers, in the Pine Rock, Southern, and Wyoming centers, the three most rural in the district.

Non-Significant Tests. There were significant differences in every major variable among the three major locations including on-campus, DeKalb, and the centers. However, there was no significant differences in sex or full/part-time student status between DeKalb and the centers as a whole. In addition, no significant differences existed among the various centers in relation to concurrent enrollment or types of previous credit.

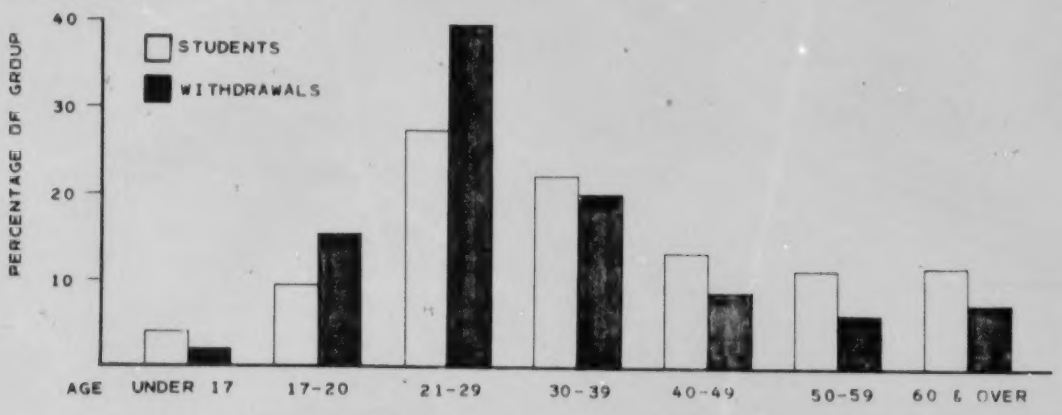
Summary. Even though community education students attending on-campus classes tended to be non-traditional in terms of demographic information, those taking classes in DeKalb or the

community centers were even more non-traditional. In many cases, students enrolling in DeKalb classes seemed to fit demographically between the on-campus and community center students. In other cases, center enrollees tended to be more diversified than either the DeKalb or on-campus students. An influence of the senior citizen programming in DeKalb was seen in many of the statistics including age, marital status, years since attended school, and occupation.

Question 6: Are there demographic differences between the community education student who withdraws from class and the persister?

Just as community education classes may be designed to appeal to certain audiences and to provide for the student's learning and needs, these same classes may be subtly discouraging other groups of students from finishing the class and not having their needs met. Demographic information on withdrawals may assist in improving instruction or better promoting the course so the student is prepared for the requirements, type of instruction, and subject matter.

In order to answer this question better, the adult basic education students were not included, but they were analyzed separately in the next unit because of the uniqueness of the program and the student.



GRAPH 11: COMMUNITY EDUCATION WITHDRAWALS BY AGE GROUP

Age. As can be seen in Graph 11, there was a relatively lower withdrawal rate in the under 17 and 30 years of age and older age categories. The withdrawal rate was the highest in the 17-29 age ranges. The average age of the withdrawing students was about four years lower than the non-withdrawing student, 36.9 years old to 32.7 years old.

The lower withdrawal rates occurred in those categories most closely associated with community education students--- under 17 which is younger than the typical community college student and over 30 years of age which is older than the majority of community college students.

TABLE 25: DEMOGRAPHIC CHARACTERISTICS, MARITAL STATUS

Characteristics	CES Students	Withdrawals
Marital Status		
Married	60.6%	50.4%
Single	31.2	41.1
Widowed	4.2	3.7
Divorced	4.0	4.8

Marital Status. There were significantly more single students withdrawing from community education classes. More than 40 percent of the withdrawals were single compared to about 30 percent of the non-withdrawing students. Widowed and divorced persons withdrew at the average rate.

TABLE 26: DEMOGRAPHIC CHARACTERISTICS, RESIDENCE, REASONS

Characteristics	CES Students	Withdrawals
Residence		
DeKalb	39.8%	47.7%
Rochelle	9.6	5.5
Sycamore	16.7	16.1
Other	33.9	30.7
Reasons for Attending		
Personal interest	16.5%	15.8%
Socializing	13.0	12.8
Better skills	47.5	38.9
Better fitness	7.4	22.8
Continuing education	6.2	5.0
Other	9.4	4.7

Residence. Enrollees from DeKalb tended to withdraw from classes more than students from any other place. Rochelle enrollees tended to withdraw less while Sycamore students and those from the smaller villages and rural areas showed no significant differences.

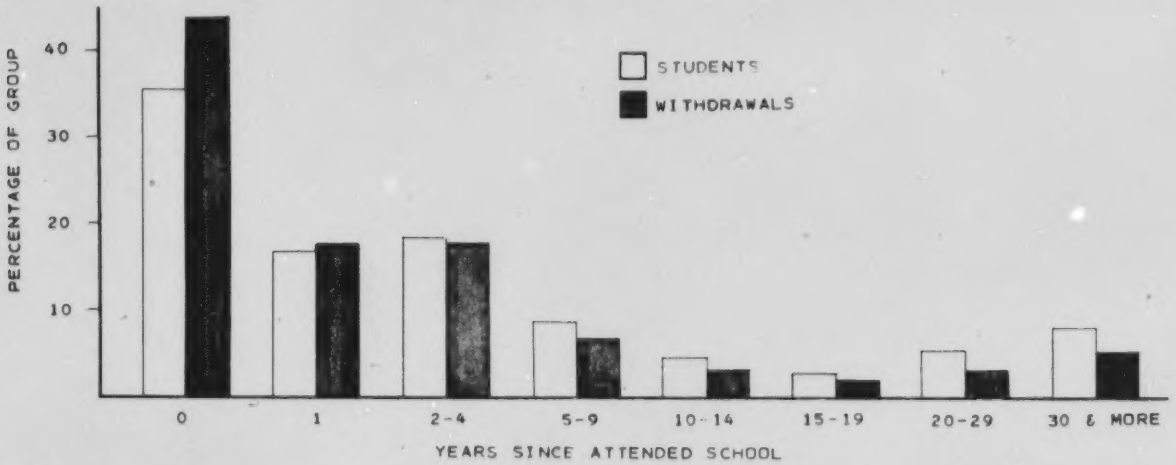
Reasons for Attending. Students enrolling to gain better physical fitness showed the highest rate of withdrawals and this finding is not surprising because of the amount of the energy and commitment required. Students were least likely to withdraw if they had taken the course for the purposes of getting a job or to gain better skills (see Appendix Q).

TABLE 27: DEMOGRAPHIC CHARACTERISTICS, CONCURRENT, PREVIOUS ENROLLMENT TYPES

Characteristics	CES Students	Withdrawals
Concurrent Enrollment Types		
Transfer	16.0%	24.1%
Career	23.3	28.5
Community education	60.7	47.4
Previous Enrollment Types		
Transfer	19.0%	25.0%
Career	26.2	29.4
Community education	54.8	45.6

Concurrent Enrollment. Students withdrawing from classes in community education were more likely to be concurrently enrolled in transfer or career classes than were non-withdrawals. The reasons are not known, but it could be community education classes were expendable courses for the career and transfer students and were dropped when the pressure of other courses occurred. Another possibility would be that career and transfer students were used to another style or format of instruction.

Previous Enrollment. Similar to the concurrent enrollment, previous enrollment indicated that withdrawing students were more likely to have taken career or transfer courses previously than were non-withdrawing students. On the other hand, a student who previously had taken a community education course would be less likely to withdraw.



GRAPH 12: COMMUNITY EDUCATION WITHDRAWALS BY YEARS SINCE ATTENDED

Years Since Attended. Enrollees withdrawing from the community education classes generally had been out of school a shorter period of time than the non-withdrawals. The breaking point seems to be about two years (see Graph 12). A student out of school less than two years was more likely to withdraw than a student out of formal schooling five or more years. The average years since attended of a withdrawing student was 4.5 years compared to 6.9 years for the non-withdrawing student.

Education. Enrollees with less and more than average education tended not to withdraw. Those students with some college or two to four years of college (see Table 28) were more likely to withdraw. Students with a high school graduation of less and those with graduate degrees tended not to withdraw. Students holding bachelor degrees were about equally represented in both groups.

Female Occupation. There were small, but significant differences between the two groups. Withdrawing students tended to be white-collar or unskilled while housewives tended rather strongly not to withdraw. Within the white-collar group, it was the clerical rather than professional which tended to

withdraw (see Appendix Q). The service workers, especially those in the health fields, tended to withdraw more.

TABLE 28: DEMOGRAPHIC CHARACTERISTICS, EDUCATION, FEMALE OCCUPATION

Characteristics	CES Students	Withdrawals
Education		
8th grade and less	3.4%	2.0%
9th grade through h.s. grad.	25.8	22.1
Some college	25.5	30.8
2-4 years of college	13.2	17.2
Bachelor degree	18.8	18.0
Graduate degree	13.3	9.9
Female Occupation		
White-collar	42.6%	46.3
Blue-collar	0.4	0.0
Unskilled	11.6	16.2
Housewife	30.2	20.3
Student	10.0	11.5
Not working	5.2	5.7

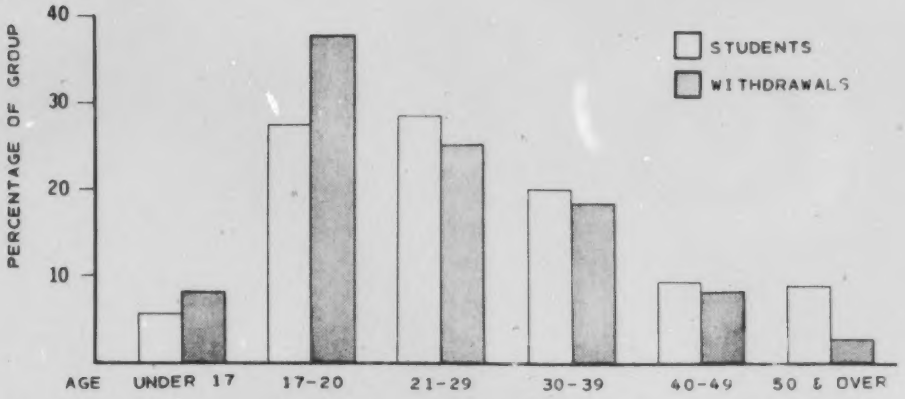
Non-Significant Tests. There were no statistically significant differences between the community education student who withdrew during the course and the non-withdrawing student in the variables of race, sex, full/part-time student status, first enrollment in the college, concurrent enrollment, last school attended, or male occupation.

Summary. The community education who withdraws from classes during the semester is likely to be between 17 and 29 years old, single, have attended some college but not graduated, and, if concurrently enrolled in other Kishwaukee College courses, be enrolled in transfer or career courses. These characteristics of the student who withdraws tend to approximate the demographics of the more traditional community college student.

Question 7: Are there demographic differences between the adult basic education student who withdraws from class and the persister?

The adult basic education program is an open-ended, open-exit variable credit format which allows a student to start when he wants and to work at his own pace. Some of the students are pursuing a GED diploma through testing during classwork, while others are learning language skills or just some basic education. Therefore, the measure of withdrawal used for this study was the lack of achieving any credit in the class after initial registration. This translates to the failure to complete at least 15 classroom hours of instruction. Others who did complete enough hours to be a non-withdrawal may in fact be a dropout or may only appear to be unsuccessful. It is hard to get a handle on the adult basic education student and his accomplishments. What the teacher or administrators want the student to accomplish may not match the reason that he enrolls in the course.

The withdrawal rate in the college has been relatively low considering that most of the students have already been stopouts.



GRAPH 13: ADULT BASIC EDUCATION WITHDRAWALS BY AGE GROUPS

Age. Twenty years of age appears to be the breaking point in comparing the withdrawals and non-withdrawals. All age groups 20 years old and under were more likely to withdraw from classes while those over 20 years old tended to persist. An adult basic education student 60 years old or older was three times less likely to withdraw than an average student. The average age for the persister was 29.7 years old while the withdrawal averaged only 26.0 years old.

TABLE 29: DEMOGRAPHIC CHARACTERISTICS, SEX, MARITAL STATUS

Characteristics	ABE Students	Withdrawals
Sex		
Male	43.1%	50.1%
Female	56.9	49.9
Marital Status		
Married	51.6%	44.8%
Single	40.1	48.9
Widowed	3.4	1.5
Divorced	4.9	4.8

Sex. Although the females outnumbered the males in the adult basic education program by about 4 to 3, slightly more males withdrew from coursework during the semester (see Table 29).

Marital Status. Single students were more likely to withdraw from the program, while the married and widowed student was more likely to persist. The divorced student was just as likely to be a persister as a withdrawing student.

Years Since Attended. Student who have not been enrolled in formal education for 20 or more years are much less likely to withdraw from adult basic education while students who have been away for only one to four years are more likely to withdraw. There seems to be no significant differences for the students who have been out of school from five to 19 years. The average adult basic education student had been out of school for 7.5 years, but the withdrawing student had been out only an average of 5.5 years.

Non-Significant Tests. Several demographic factors showed no significant differences between the ABE withdrawals and the persisters. These included race, educational level, full/part-time status, first enrollment at the college, residence, occupation, and concurrent enrollment in other courses.

Summary. The adult basic education student who withdraws from the program during the semester tends to be young, single, male, and recently enrolled in formal schooling. Thus, it would appear that recent school leavers may be enrolling in the college program, but failing to be successful. Students with the greater maturity and who have been out-of-school the longest would appear to be the most successful.

Question 8: Are the demographic characteristics for community education enrollments consistent from year-to-year for the same semester?

In order to test the consistency of demographic information, each semester was compared for a three-year period with the exception of some education and occupational information which covered a two-year period. If the information showed a non-significant difference or a constant trend, it would be more dependable for future predictability. For the fall and spring semesters, the programs were generally broadly based; however, the summer semesters had many fewer courses and tended to have fewer categories of classes.

Age. In all three types of semesters, age showed a significant difference from year to year, but there was no apparent trend and the results would have to be termed sporadic (see Appendices L, M and N). The average age for the spring semesters dropped to 32.8 years in 1977 from 35.3 years and then rose again to 35.4 years in 1978. Fall semesters were fairly constant in 1975 and 1976 and then rose by 1½ years in 1977. The summer semesters showed nearly a four-year drop in 1977 and then rose seven years in 1978.

Sex. There was no significant differences between the summer semesters, while both fall and spring semesters did show significant differences, but not a constant trend. The Fall 1976 and Spring 1977 semesters showed a higher number of males than would normally be expected, but this returned to the normal male/female ratio the following year.

Marital Status. Summer enrollments showed a trend toward more single and divorced students, while both spring and fall enrollments revealed a trend toward more single students in the Fall 1976 and Spring 1977 semesters which was reversed the following year. While significant statistically, this variable seemed to be sporadic.

Education. This showed a non-significant difference for the fall semesters and a significant, but sporadic trend for the spring semesters. During the summer semesters, a significant and constant trend toward a lower educational level was seen. This could be attributed toward a greater portion of

the students being in the adult basic education program.

Reasons for Attending. All three semester types showed significant differences from year-to-year, but the trend was not completely clear. The small trend indicated a change from socialization to skills, license/diploma, a job or personal interest as reasons for taking classes. However, this was not clear on all semesters.

Student Status. Summer semesters established a clear trend toward more part-time students. However, the fall semesters showed no significant differences and spring semesters indicated a slight trend toward more part-time students in 1977 and then a small return to normal in 1978.

Residence. Both fall and spring semesters showed a trend from the smaller villages to Sycamore and DeKalb representation. At the same time, the summer semesters showed a reverse of this trend with an increasing enrollment of the smaller areas of the district.

First Enrollment. Fall semesters showed a definite trend toward more returning students while the spring semesters have joined that trend in the last year. On the other hand, the summer semesters showed a clear trend toward more first-time enrollees.

Years Since Attended. All three semesters showed significant, but sporadic results.

Last School Attended. Fall and spring semesters showed a trend toward Kishwaukee College which would be understandable as more students return from previous semesters and years as the college reaches more persons in the area. The summer semester shows the opposite with more students having last attended an area high school. This could be the result of more summer enrichment courses for the younger students.

Occupation. No comparison could be made on the fall semester occupation because information was gathered only for one semester. The summer semesters moved toward attracting more students, by occupation, probably as the result of the special summer programming for younger persons. The trend in the spring semesters was toward serving more persons who were service workers, retired women, and students.

Concurrent Enrollment. Both the summer and spring semesters showed a trend toward more concurrent enrollment in community education classes. The fall semester was sporadic in concurrent enrollment and did not reveal any significant differences in the type of course concurrently enrolled in.

Previous Credit. The summer semester information was too sketchy to analyze. The fall semesters seemed to indicate more students were now enrolling with previous credit in the area of community education, while the spring semesters showed no trends.

Summary. Although there were several statistical comparisons which were significant, there were very few apparent trends. It would seem that some of the differences were relatively small and could have been affected by course offerings or outside social forces.

There were fewer differences year-to-year in the fall and spring semesters than in the summer semesters. Apparent trends in these semesters showed the maturity of the community education program. There were more returning students, more students listing their last school as Kishwaukee College, and more with previously earned credits in community education classes.

At the same time, the summer semesters showed more definite trends which one would associate with an expanding, younger student program. More students were first-time enrollees, more part-time students, more single, more with student as occupation, and less educational background.

Question 9: Are the demographic characteristics for community education enrollments consistent for the different semesters?

If different audiences were being drawn for each of the three types of semesters, this information would allow for better planning to serve that specific audience or to provide for methods to attract a more universal audience.

Age. Enrollees during the summer semester were much younger than those in either the spring or fall (see Appendix O). The average age for the summer was 25.0 years compared with 35.5 and 35.4 years for the fall and spring semesters. Nearly one-third of the summer enrollees was 17 years or younger compared to less than five percent for spring or fall. There was no significant difference in age between the fall and spring semesters.

Sex. There were significant more males attending the community education classes during the spring semester than the fall semester. The summer semester was about the average of the other two. It is possible that the heavily agriculture nature of the area precluded attendance of some during the early and mid-fall, but did allow attendance during the winter and early spring.

Marital Status. Nearly 60 percent of the summer enrollees were single compared with about 30 percent during the fall and spring. This would have been influenced by the number of younger persons attending the summer enrichment courses. There was no significant difference between the fall and spring semesters.

Race. There was no signficant difference in the enrollments of the three semesters or in the comparison between the spring and fall semesters only.

Education. There was no significant difference between

the spring and fall semesters; however, the summer semester showed nearly four times as many students as would be expected in the 8th grade or less category and slightly more than expected in the 9th grade through high school graduation category. Again, this shows the influence of special summer enrichment programming.

Residence. Rochelle, Shabbona and Malta were much more heavily represented in the summer semesters than would be expected and these are areas which have heavy representation in the gymnastics classes which are a major summer event. There is a very slight significant difference between the fall and spring semesters which DeKalb more heavily represented in the spring. Some of the smaller areas including Waterman, Paw Paw and Malta have a better representation in the fall.

Last School Attended. Like the residence, the last school attended shows the influence of the enrollees in the summer program from Rochelle and the smaller areas of the college district. The fall semester shows a slightly higher number of persons than would be expected who last attended Northern Illinois University or other universities. The spring semester has the highest number of enrollees who last attended Kishwaukee College, showing a pattern of continuation in the community education courses. The difference between fall and spring semesters was small but significant.

Reasons for Attending. There were significant difference among all three semesters. Enrollees for the spring semester tended to do so to better their skills or for better fitness, while the fall enrollees were more interested in professional growth or personal interests. The summer enrollees were more likely than expected to be interested in gaining a license or diploma, or bettering their skills.

Student Status. There was no significant difference between the fall and spring semesters. However, the summer enrollee was more likely to be a part-time student.

First Enrollment. The summer classes were much more likely to contain first-time enrollees at the college. At the same time in a comparison of the fall and spring semesters, the fall semester was more likely to contain first-time enrollees while the spring showed significantly more returning students.

Years Since Attended. Enrollees in the fall semester were much more likely to have been out of schooling for longer time. The average years out of school was 7.7 years for the fall, 6.3 years for the spring, and 1.8 years for the summer semester. Most of the difference was that in the spring semester, more than 40 percent of the students had been out of formal schooling for less than a year while less than 30 percent had been in the fall semester. This tends to substantiate the first enrollment results which showed more persons enrolled for the first time in the fall and then tended to continue in the spring. More than three-quarters of the students in the

summer semester were out of schooling for less than a year. This was because many of the summer students had attended area grade and high schools previously.

Occupations. As would be expected, enrollees in the summer semester were more likely to consider their full-time occupation to be a student than enrollees in other semesters. This would have been expected because of the number of high school and grade school students taking the enrichment courses. In addition, there were many more unemployed persons and fewer retired persons enrolled during the summer than would be expected.

There were also significant differences between the fall and spring semesters. Professional and white-collar persons, along with housewives, were more likely to be enrolled in the fall semester while blue-collar men and women in sales and clerical jobs were more likely to enroll in the spring.

Concurrent Enrollment. Summer enrollees were very unlikely to be concurrently enrolled in other college classes. But spring enrollees were significantly more likely than fall enrollees to be concurrently enrolled. Spring semester students who were concurrently enrolled were more likely than others to be enrolled in community education classes.

Previous Credits. Summer students with previous credit at the college were more likely to have earned community education credit than would be expected, but there was no significant difference between enrollees in the fall or spring.

Summary. There was several significant differences between students of the summer semester and the other two semester types, but there were relatively few differences between enrollees in the fall and spring semesters. The summer enrollee reflected the heavy enrollment of high school and grade school students in enrichment courses. This resulted in the average summer student being younger, single, a lower educational level, having last attended an area grade or high school, part-time student status, a first-time enrollee at the college, been out of school for less than a year, consider student to be his occupation, and not likely to be concurrently enrolled.

On the other hand, the fall semester student in comparison to the spring semester student was more likely to be female, a housewife or white-collar worker, a first-time student, not be concurrently enrolled, and to have been out of formal schooling longer.

OTHER DESCRIPTIVE INFORMATION

Commuting Distance to Class

Commuting distance was not part of the original research design and as a result it had to be estimated. The given distance was calculated from the location of the class to the city center

of the student's address. In reality, the student may live closer or farther than the city center, so the mileage categories should be considered as general overlapping areas rather clear cut and distinct.

Commuting Distance by Type of Class. More than 70 percent of the community education students lived within five miles of their class and more than 80 percent lived within 10 miles of the class. Students in the career-oriented community education classes seemed willing to drive farther than the other groups. About one-quarter of the career students drove between 11 and 20 miles to class (see Appendix T) and only 50 percent of these students lived within five miles of the class.

Students in the adult basic education and leisure classes were the next longest commuters. About three-quarters of each group commuted 10 miles or less, but meant nearly 25 percent of each class group lived more than 10 miles from the class.

Only about 10 percent of the students in the language and intellectual classes commuted more than 10 miles and no students in the family improvement classes commuted that far.

Commuting Distance by Center. Between 75 percent and 88 percent of the students attending off-campus centers had the same address as the center (see Appendix U). As would be expected, Kishwaukee College campus enrollees drove further than students at other centers. More than one-third of the campus students drove between 11 and 20 miles to class.

This would tend to confirm the results of the North Carolina Study which showed that more than 80 percent of the extension students attended classes 10 miles or less from their home. It would also tend to suggest that similar classes at non-adjacent centers would not draw from the same group of students and would be non-competitive.

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APPENDIX A

SURVEY INSTRUMENT

Name: _____

Class: _____ Phone Number: _____

Location: _____ Soc. Sec. No.: _____

1. Is this your first Kishwaukee College class? yes no

2. If not, what other Kishwaukee College classes have you taken in the past?

   _____ _____ _____

   _____ _____ _____

3. Are you currently enrolled in other Kishwaukee College classes? yes no
   If so, which classes are you taking now?

   _____ _____ _____

4. When was the last time you attended a school or college? Year _____

   What was the name of the school or college? _____

5. What is the most formal education which you have completed?

   __ less than 3rd grade
   __ 3rd through 8th grade
   __ 9th to 12th grade
   __ high school graduate
   __ some college or special school
   __ associate degree or certificate
   __ 2-4 years of college
   __ bachelor's degree
   __ master's degree
   __ doctorate

6. What is your occupation? _____

7. Why are you taking this class? _____

8. What other classes would you like offered in the future? _____

   _____

   Where? _____

APPENDIX B-1

DEFINITION OF TERMS

Adult Basic Education Enrollment - Enrollment in a well-defined program including ESL I, ESL II, ESL III, ABE/GED, Cross-cultural Communications, Communicative Linguistics, and Pre-employment Training.

Community Education Student - Student in classes administered by the Office of Community Education and Services during the period of the study. This generally is the non-traditional student who is taking courses for non-degree purposes, both on and off-campus. Professional terms which would partially fit this student might include adult education, community service, adult basic education, community education, non-credit, extension, or continuing education. This definition does not include the adult basic education student only in the analysis of the community education student withdrawals.

Day Class - Class begins prior to 5 p.m.

Evening Class - Class begins on or after 5 p.m.

Full/Part-time Student - 12 or more credit hours constitute a full-time student.

Student Enrollment - The enrollment of one student in one class.

Withdrawals - General community education students: received a final grade of W. Adult basic education students: did not accumulate enough hours (eight) during the semester to receive at least half a credit.

APPENDIX B-2

DEFINITION OF TRANSFER/CAREER CLASSES

Transfer:	Art	Biology	Chemistry
	Economics	English	Engineering
	History	Industrial Education	Journalism
	Mathematics	Music	Orientation
	Physical Education	Physics	Political Science
	Psychology	Remedial English	Remedial Mathematics
	Sociology	Spanish	Speech
	Foreign Trips		
Career:	Accounting	Agriculture	Ag Business
	Ag Mechanics	Auto Body	Auto Technology
	Business	Data Processing	Drafting
	Electricity/Elect.	Fire Science	Horticulture
	KEEP	Law Enforcement	Mechanical Technology
	Nursing	Radiology	Real Estate
	Secretarial Science	Teacher Aide	Wastewater Technology
	Welding Technology		

Course Definition:

Accounting:	Bus 108, 120, 121, 122, 225, 254.
Agriculture:	Ag 102, 104, 105B, 105D, 105J, 140, 155, 196, 211, 215, 245, 296.
Ag Business:	Ag 105E, 106A, 106B, 162, 163, 195, 265, 266, 283, 295.
Ag Mechanics:	Ag 105C, 105I, 106C, 176, 177, 178, 179, 270, 272, 277, 297.
Business:	Bus 101, 106A, 106B, 130, 149, 234, 241, 256, 236, 267, 269, 281, 282, 283, 284, 285, 289.
Real Estate:	Bus 191, 193, 194.
Remedial English:	Eng 097, 098.
Remedial Math:	Math 095, 096, 097.
Secretarial Science:	Bus 080, 081, 083, 106C, 106D, 173, 183, 184, 201, 202, 203, 211, 212, 213, 221, 222, 246, 251, 252, 270, 271, 280.

APPENDIX B-3

DEFINITION OF COMMUNITY EDUCATION CLASSES

ADULT BASIC EDUCATION

ABE/GED
Communicative Linguistics
Cross-Cultural Communications
ESL I
ESL II
ESL III

ART, MUSIC, CRAFTS

Arts and Crafts
Calligraphy
Ceramics
China Painting
Crewel
Crochetting/Knitting
Guitar
Lapidary Science
Macrame
Macrame II
Needlepoint
Needlepoint II
Oil Painting
Photography
Advanced Photography
Beginning Piano
Intermediate Piano
Pottery
Quilting
Rosemaling
Sketching and Drawing
Watercolor Painting
Weaving

CAREER SKILLS

Career Planning
Defensive Driving
Food Sanitation
Horse Care
Horseshoeing
Income Tax Preparation
Introduction to Metrics
Nursing Assistant
Office Skills Review
Patient Care Planning
Pharmacology
Refresher Shorthand
Refresher Typing
RN Refresher
Small Business Workshops
Spanish for Medical Personnel
Taxidermy Techniques
Team Leading
Welding

HOME ECONOMICS

Beginning Cake Decoration
Advanced Cake Decoration
Foreign Foods Cooking
Home Decoration
Beginning Sewing
Intermediate Sewing
Advanced Sewing
Sewing Specialties
Women's Tailoring

IMPROVING FAMILY CIRCUMSTANCES

Communication Between Parents/Children
Parents Are Teachers

INTELLECTUAL AND CULTURAL

Best Sellers
Creative Writing
Fantasy Literature
Genealogy
Life Education I
Life Education II
New Testament Literature
Oriental Philosophy and Religion
Parapsychology

LANGUAGES

Conversational French I
Conversational French II
Conversational German I
Conversational German II
Conversational Greek I
Conversational Italian I
Conversational Italian II
Conversational Spanish I
Conversational Spanish II
Conversational Spanish III
Conversational Spanish IV
Conversational Swedish I
Conversational Swedish II
Beginning Sign Language
Intermediate Sign Language
Conversational Sign Language

LEISURE

Adventures in Antiques
Beginning Bridge
Chess
Christmas Card Construction
Art of Clowning
Magic
Winemaking

PERSONAL IMPROVEMENT

Auto Mechanics for Layman
Aviation Ground School
Aviation Instruments
Aviation Refresher
Bicycle Mechanics
Consumer First Aid
CPR Training
Hunting Safety
Investment Seminars
Law for Layman
Leadership Training
Motorcycle Mechanics
Practical Gardening
Quit Smoking
Speedreading
Upholstery
Woodworking

PHYSICAL EDUCATION

Archery
Ballroom Dancing
Intermediate Ballroom Dancing
Bellydancing
Bike Tripping
Cross-Country Skiing
Golf
Gymnastics
Judo
Self-Defense
Slimnastics
Square Dancing
Tennis
Yoga

APPENDIX B-4

OCCUPATIONAL DEFINITIONS

MALE

Professional
- accountants
- architects
- computer specialists
- engineers
- lawyers and judges
- life and physical scientists
- physicians, dentists
- health technologists
- religious workers
- social scientists
- social and recreation workers
- teachers
- engineering and science technicians
- writers, artists, entertainers

Managers and Administrators
- buyers, purchasing agents, sales mgrs.
- school administrators
- public administrators
- salaried managers, administrators
- self-employed managers, administrators

Sales Workers
- insurance agents, brokers, underwriters
- real estate agents and brokers
- sales clerks
- salesmen

Clerical
- bank tellers and cashiers
- bookkeepers and billing clerks
- mail handlers and postal clerks

Craftsmen
- apparel craftsmen and upholsterers
- bakers
- cabinetmakers
- construction craftsmen
- foremen
- linemen and servicemen
- locomotive engineers, firemen
- mechanics and repairmen
- metal craftsmen
- printing craftsmen
- stationary engineers, power station operatives

Operatives
- assemblers
- checkers
- garage workers, gas station attendents
- laundry and drycleaning operatives
- meat cutters and butchers
- packers and wrappers
- painters of manufactured articles
- precision machine operatives
- sawyers
- welders and flamecutters

Transport Equipment Operatives
- bus drivers
- taxicab drivers
- truck drivers

Laborers
- construction laborers
- freight, stock, material handlers

Farmers and Farm Managers

Farm Laborers and Foreman

Service Workers
- cleaning workers
- food service
- health service
- personal service
- protective service

FEMALE

Professional
- accountants
- computer specialists
- librarians
- mathematical specialists
- life and physical scientists
- registered nurses, dietitians, therapists
- health technologists
- social scientists
- social and recreation workers
- teachers
- engineering and science technicians
- writers, artists and entertainers

Managers and Administrators
- buyers, purchasing agents, sales managers
- restaurant, cafeteria and bar managers
- school administrators
- salaried managers
- self-employed managers

Sales Workers
- demonstrators, hucksters, peddlers
- insurance, real estate agents, brokers
- sales clerks
- salesmen

Clerical Workers
- bank tellers
- bookkeepers
- cashiers
- counter clerks
- enumerators and interviewers
- file clerks
- office machine operators
- payroll and timekeeping clerks
- receptionists
- secretaries
- stenographers
- telephone operators
- typists

Craftsmen

Operatives
- assemblers
- bottling and canning operatives
- checkers, examiners, inspectors, manufact.
- dressmakers, seamstresses
- laundry and drycleaning operatives
- graders and sorters
- packers and wrappers
- sewers and stitchers
- textile operatives

Transport Equipment Operatives

Laborers

Farmers and Farm Managers

Farm Laborers and Farm Foremen

Service Workers
- cleaning service workers
- food service workers
- health service workers
  - nursing aides, orderlies
- personal service workers
  - hairdressers and cosmetologists
- private household workers

APPENDIX B-5

CODING DEFINITIONS

Area Schools

Ashton Schools
Belvidere Schools
Burlington Central Schools
Earlville Schools
Hampshire Schools
Hinckley-Big Rock Schools
Kaneland Schools
Leland Schools
Oregon Schools
Sandwich Schools
Somonauk Schools

Transfer Classes

Humanities: English, Spanish
Journalism
Speech
Art/Music
Science: Biology, Chemistry
Engineering, Industrial
Education, Physics
Mathematics
Social Science: Economics,
History, Political
Science, Psychology,
Sociology
Physical Education

Career Classes

Radiology
Industrial Technology: Drafting,
Electricity/Electronics,
Mechanical Technology,
Welding
Horticulture
Mechanics: Ag Mechanics, Auto
Technology, Auto Body
Agriculture
Public Services: Fire Science, Law
Enforcement, Teacher Aide,
Wastewater Technology
Data Processing
Secretarial Science
Business: Accounting, General
Business, Real Estate
Nursing

APPENDIX C

PERCENTAGE RESPONSE TO QUESTIONNAIRE

SPRING 1978 SEMESTER

DEPARTMENT	DAY NO.	EVEN. NO.	TOTAL	TOTAL %
Agriculture	205	19	224	98.7%
Ag Business	61	10	71	93.4
Ag Mechanics	267	14	281	91.5
Art	91	37	128	93.4
Auto Body	4	0	4	11.1*
Auto Mechanics	89	87	176	97.2
Biology	242	19	261	100.4
Business:				
Accounting	135	87	222	92.5
Marketing/Management	191	150	341	93.2
Real Estate	0	53	53	72.6
Secretarial Science	108	95	203	79.0
Chemistry	82	0	82	106.5
Data Processing	124	92	216	98.2
Drafting	44	7	51	106.2
Economics	43	66	109	97.3
Electricity/Electronics	56	32	88	107.3
Engineering	13	0	13	108.3
English	310	86	396	102.6
Remedial English	78	13	91	91.9
Fire Science	2	61	63	75.0
History	76	11	87	116.0
Horticulture	411	80	491	95.7
Industrial Education	0	4	4	100.0*
Journalism	91	0	91	100.0
Law Enforcement	1	47	48	78.7
Mathematics	254	68	322	99.7
Remedial Mathematics	65	36	101	91.8
Mechanical Technology	70	10	80	80.0
Music	101	44	145	95.4
Nursing	93	0	93	100.0
Physical Education	110	70	180	82.9
Physics	66	0	66	100.0
Political Science	101	36	137	95.1
Psychology	126	108	234	96.7
Radiology	62	7	69	95.8
Sociology	86	63	149	98.0
Spanish	0	2	2	100.0*
Speech	143	21	164	99.4
Teacher Aide	16	16	32	94.1
Wastewater Technology	1	28	29	93.5
Welding Technology	1	21	22	48.9
KEEP Program	9	0	9	112.5
Orientation	72	0	72	100.0
Foreign Trips	10	0	10	83.3
Adult Basic Education			383	93.9
Community Education			1007	95.3
Total:	4101 (95.7%)	1609 (89.8%)	7100	94.1%

*Included in total analysis, but not reported by department.

Some totals equal more than 100% because of failure to drop all student surveys of those students who dropped class prior to May 1, 1978.

APPENDIX D

STATISTICS COMPARISON: ENROLLMENTS vs. HEADCOUNT

SPRING 1978

CHARACTERISTIC	ENROLLMENTS	HEADCOUNT
AGE:		
Mean	25.89	29.95
16 and under	0.79%	1.74%
17-19	33.86	13.86
20-29	44.00	48.99
30-39	12.18	17.44
40-49	4.54	8.93
50-59	2.41	4.99
60 and over	2.22	4.05
SEX:		
Male	55.48%	49.75%
Female	44.52	50.25
FIRST ENROLLMENT:	27.46%	39.08%
VETERAN:	10.15%	11.39%
MARITAL STATUS:		
Married	28.73%	45.04%
Unmarried	71.27	54.96
RACE:		
White	77.92%	81.67%
Black	4.78	3.31
Indian	4.47	4.27
Asian	1.08	1.32
Mexican	1.75	2.34
Foreign/Other Minorities	8.29	4.55
Refused to Indicate	1.71	2.54
RESIDENCE:		
DeKalb	45.03%	42.63%
Genoa/Kingston	5.23	5.73
Rochelle	11.22	13.12
Malta	3.33	2.89
Shabbona	1.83	2.01
Waterman	1.99	1.54
Kirkland	1.94	1.76
Paw Paw	0.89	1.60
Sycamore	12.31	13.97
Other	16.23	14.75

APPENDIX E

ANALYSIS OF QUESTIONNAIRE ACCURACY

SPRING 1978

(Based on a 1% sample of surveys, Spring 1978)

Students sampled:	36	
Number of course enrollments:	61	
Students with completed surveys	32	(88.9%)
Percentage of completed enrollments in total survey:	94.1%	

Accuracy of respondents' answers:

Item #1:	Location	100%
Item #2:	First enrollment	100%
Item #3:	Previous credits -	
	before categorizing	99.0%
	after categorizing	99.4%
Item #4:	Concurrent enrollment -	
	yes/no	98.3%
	type of classes	95.6%
Item #5:	Years since attended corrections resulted in average increase of 0.098 years.	88.5%
Item #6:	Last school attended	98.3%

APPENDIX F-1

SEX BY CLASS

(% female)

100% Bellydancing
Needlepoint
Ceramics
*Advanced Sewing
*Nursing Refresher
*Refresher Typing
*Office Skills Review
Rosemaling
Ceramics
Parents are Teachers
Refresher Shorthand
Self-Defense
Best Sellers
Genealogical Writing
Team Leading
Patient Care Planning
100% Macrame II
Knitting/Crocheting
Beginning Sewing
Sewing Specialities
Advanced Cake Decoration
Yoga
Beginning Cake Decoration
*Intermediate Sewing
Life Education II
Pharmacology
Slimnastics
Foreign Foods Cooking
Home Decoration
Gymnastics
Quilting
New Testament Literature
90% *China Painting
*Life Education I
Weaving
Needlepoint II
Calligraphy
Macrame
*Conversational Swedish II
Christmas Card Construction
Arts and Crafts
Nursing Assistant
Pottery
Genealogy
Spanish for Medical Personnel
Law for the Layman
Beginning Sign Language
Investment Seminar
Intermediate Sign Language
*Oil Painting
Upholstery
Adventures in Antiques
Horse Care
80% Conversational French II
Sketching and Drawing
Practical Gardening
Tennis
Conversational Sign Language
Watercolor Painting
*Consumer First Aid
Parapsychology
70% Conversational Spanish IV
Conversational Spanish II
*Conversational Swedish I
Golf
Beginning Piano
Conversational Spanish I
Intermediate Piano
Conversational Greek I
Beginning Bridge
Food Sanitation
Conversational Spanish III
Career Change
*Communication Parents/Children
First Aid
Conversational German II
Fantasy Literature
ESL II
60% Conversational German I
*Conversational Italian I
ABE/GED
Creative Writing
Bike Tripping
Cross-Country Skiing
Defensive Driving
Clowning
*Conversational French I
Ballroom Dancing
Speedreading
50% Auto Mechanics
Cross-Cultural Communication
Winemaking
Conversational Italian II
ESL I
Income Tax Preparation
*Square Dancing
Lapidary Science
*ESL III
Guitar
Communicative Linquistics
Small Business Workshops
Photography
Bicycle Mechanics
Metrics for the Layman
40% Advanced Photography
Judo
Chess
Intermediate Dancing
CPR
Horseshoeing
Woodworking
30% Oriental Philosophy & Religion
20% Quit Smoking Clinics
*Magic
Taxidermy Techniques
Aviation Refresher
Welding
Aviation Ground School
10%
Aviation Instruments
0% Motorcycle Mechanics
Leadership Training
Archery
Hunting Safety

*Only two sections.
Indented classes contained only one section.

APPENDIX F-2

MEAN AGE BY CLASS
(years old)

60 years old
- Watercolor Painting
- New Testament Literature
- Conversational Spanish IV
- Genealogy
- Life Education II

50
- Practical Gardening
- *Square Dancing
- *China Painting
- Genealogical Writing
- Conv. Italian II
- *Introduction to Metrics
- *Conversational Swedish II
- Lapidary Science
- *Conversational Spanish III
- Needlepoint
- Intermediate Social Dancing
- Ballroom Dancing
- Conversational Spanish II
- Crewel
- *Conversational Italian I
- Aviation Refresher
- Best Sellers
- Rosemaling
- *Nursing Refresher
- *Investments
- Slimnastics
- Creative Writing
- Defensive Driving
- *Life Education I
- *Conversational German II
- Needlepoint II
- Arts and Crafts Construction
- Sketching and Drawing
- CPR

40
- Sewing Specialties
- Conversational Spanish I
- *Conversational Swedish I
- *Refresher Typing
- Spanish for Medical Personnel
- Food Sanitation
- Knitting/Crochetting
- Golf
- Intermediate Sewing
- Conversational German I
- Yoga
- *Oil Painting
- Beginning Bridge
- Small Business Seminars
- Upholstery
- Ceramics
- Team Leading
- Home Decoration
- *Office Skills Review
- Foreign Foods Cooking
- Calligraphy
- *Aviation Instruments
- Macrame
- Woodworking
- Income Tax Preparation
- *Quit Smoking Clinic
- Career Change Workshop
- Cross-country Skiing
- Conversational Greek I
- Quilting
- ESL I
- Conv. Sign Language
- Advanced Cake Decoration
- *Conversational French I
- Horseshoeing
- Beginning Cake Decoration
- Oriental Philosophy & Rel.
- Christmas Cards
- Advanced Photography
- Winemaking
- Begining Piano
- Macrame II
- Refresher Shorthand
- Adventures in Antiques
- Intermediate Piano
- Photography
- Welding
- Parents are Teachers
- Pharmacology
- *Advanced Sewing
- Conversational French II
- Leadership Training
- Bellydancing
- *Intermediate Sign Language
- Law for Everyone
- Patient Care Planning
- Parapsychology
- *Communication Parents/Children
- *Magic
- Beginning Sewing

30 ESL II
- Aviation Ground School
- Pottery
- First Aid
- ABE/GED
- Chess
- Bicycle Repair & Maintenance
- Taxidermy Techniques
- Beginning Sign Language
- Tennis
- Archery
- Cross-Cultural Commun.
- Communicative Linguistics
- Weaving
- Motorcycle Mechanics
- Horse Care
- *ESL III
- Clowning
- Speedreading
- Auto Mechanics
- Nursing Assistant
- Bike Tripping
- Guitar
- Hunting Safety
- Fantasy Literature
- Consumer First Aid

20 Self-Defense

Judo

Gymnastics

10

*Only two sections.
Indented classes contained only one section.

APPENDIX F-3

FIRST TIME ENROLLMENT BY CLASS

(% first-time students)

100%

Communication Linguistics
Cross-Cultural Communication

90%

Law for the Layman
Hunting Safety
Parapsychology
Conversational Greek I
Rosemaling
Nursing Assistant

80%

Conversational French II
Food Sanitation
Clowning
Gymnastics
Judo
*Refresher Typing
*Communication Parents/Children
*Quit Smoking Clinic

70%

*Conversational French I
*ESL III
Ceramics
ABE/GED
*Square Dancing
Self-Defense
Conversational Italian II
Defensive Driving
ESL I
Speedreading
Golf
Tennis
ESL II
Motorcycle Mechanics
Lapidary Science
Beginning Sewing
Chess
Team Leading
*Office Skills Review
Aviation Ground School
Taxidermy Techniques
*Conversational Swedish I
Practical Gardening
Beginning Cake Decoration

60%

Advanced Photography
Refresher Shorthand
Quilting
Beginning Piano
*Introduction to Metrics
Macrame II
Horseshoeing
Auto Mechanics
Beginning Sign Language
Bike Tripping
*Magic
Oriental Philosophy & Rel.
*Conversational Italian I
Upholstery
Calligraphy
Ballroom Dancing
Genealogy
*Nursing Refresher
Sketching and Drawing

Career Change
Needlepoint II
Conversational Spanish I
Knitting/Crochetting
Slimnastics
Adventures in Antiques
Woodworking

50%

*Conversational Swedish II
Bicycle Mechanics
Winemaking
*Advanced Sewing
*Aviation Instruments
*Intermediate Sewing
Beginning Bridge
Yoga
*Oil Painting
Weaving
Welding

50%

Archery
*Investment Seminar
Macrame
China Painting
Conversational German I
Home Decoration
Horse Care
Advanced Cake Decoration
Needlepoint
Bellydancing
Cross-Country Skiing
*Conversational German III
Photography
Income Tax Preparation
Small Business Seminars
*Life Education I
Arts and Crafts
Leadership Training

40%

Pharmacology
Foreign Foods Cooking
Christmas-Card Construction
Spanish for Medical Personnel
Guitar
Creative Writing
CPR
Pottery
First Aid
*Intermediate Sign Language
Crewel

30%

Sewing Specialities
Watercolor Painting
Aviation Refresher
Patient Care Planning
Intermediate Piano
New Testament Literature
Conversational Sign Language
Fantasy Literature
Best Sellers
Life Education II

20%

Conversational Spanish III
Intermediate Social Dancing
Genealogical Writing
Conversational Spanish II

10%

0%

Parents are Teachers
Conversational Spanish IV
Consumer First Aid

APPENDIX F-4

YEARS SINCE LAST ATTENDED BY CLASS

16.0 *Square Dancing

15.0 *Refresher Typing

14.0 Food Sanitation
Watercolor Painting
Genealogy

13.0 Intermediate Dancing
New Testament Literature

12.0 Golf

11.0 Rosemaling
*Metrics for the Layman
Ballroom Dancing
Lapidary Science
Advanced Cake Decoration
*Quit Smoking Clinic
Winemaking

10.0 Needlepoint II
Macrame
Needlepoint
Quilting
*Investment Seminars

9.0 *Refresher Nursing
Conversational French II
*China Painting
Conversational Italian II
Spanish for Medical Personnel
Slimnastics
Beginning Cake Decoration
Parents Are Teachers
Calligraphy
Upholstery
*Conversational Swedish I
Parapsychology
Yoga

8.0 ESL I
ESL II
*Office Skills Review
Beginning Bridge
*Oil Painting
Career Change
Knitting/Crochetting
Defensive Driving

7.0 Practical Gardening
Ceramics
ABE/GED
Aviation Refresher
*Intermediate Sewing
Income Tax
Crewel
Life Education II
Archery
Conversational Spanish I
Sketching and Drawing
Cross-Country Skiing
*Conversational Italian I
*Advanced Sewing

6.0 Beginning Sewing
Oriental Philosophy & Rel.
Aviation Instruments
Pharmacology
Woodworking
*Conversational French I
Horseshoeing
Home Decoration
Conversational German II
Leadership Training
Team Leading
Macrame II
Law for the Layman
Small Business Seminars
Photography
Life Education I

5.0 Arts and Crafts
CPR
Sewing Specialities
Aviation Ground School
*Magic
Refresher Shorthand
Christmas-Card
First Aid
Taxidermy Techniques
*Conversational Swedish II
Conversational Spanish II
Welding
Best Sellers
Conversational German I
*Conversational Spanish III
Beginning Piano
*ESL III

4.0 Foreign Foods Cooking
Tennis
Motorcycle Repair
Creative Writing
Hunting Safety
Communicative Linguistics
Cross-Cultural Communications
Bellydancing
Advanced Photography
Conversational Greek I
Adventures in Antiques

3.0 Horse Care
Guitar
Nursing Assistant
Intermediate Piano
Bike Tripping
Chess
Genealogical Writing
Bicycle Mechanics
Beginning Sign Language
Pottery

2.0 Communication Parent/Children
Speedreading
Auto Mechanics
Weaving
Intermediate Sign Language
Consumer First Aid
Clowning
Self-Defense
*Conversational Sign Language

1.0 Judo
Patient Care Planning
Fantasy Literature

0.0 Gymnastics
Conversational Spanish IV

*Only two sections. Indented classes contained only one section.

APPENDIX F-5

AVERAGE YEARS OF EDUCATION BY CLASS

17.0 Conversational Italian II
Conversational Greek I

16.0 *Conversational French I
*Conversational Sign Language
Conversational Spanish II
CPR
Cross-Country Skiing
Oriental Philosophy & Religion
*Conversational Italian I
*Investment Seminar
Defensive Driving
Intermediate Piano

15.0 Conversational Spanish I
*Conversational Swedish I
*Conversational Spanish III
Intermediate Dancing
Lapidary Science
Begining Sign Language
Weaving
*Aviation Instruments
Woodworking
Conversational German I
Conversational French II
Photography
*Intermediate Sign Language
Quilting
Pharmacology
Adventures in Antiques
*Conversational Swedish II
Advanced Photography
Aviation Refresher
Foreign Foods Cooking
Winemaking
*Income Tax
Small Business Workshops
Genealogical Writing
Bellydancing
*Advanced Sewing
Spanish for Medical Personnel
Needlepoint
Genealogy
*Metrics for the Layman
Calligraphy
Career Change
*Intermediate Sewing
Conversational German II

14.0 Sewing Specialties
Home Decoration
Pottery
Beginning Piano
Beginning Sewing
*Life Education I
Leadership Training
Team Leading
Square Dancing
Chess
Horseshoeing
Best Sellers
Macrame
Ballroom Dancing
Creative Writing
Nursing Refresher
Bicycle Mechanics
Upholstery
Consumer First Aid
Parents Are Teachers
Fantasy Literature
Conversational Spanish IV
Horse Care
Quit Smoking
Knitting/Crochetting
Aviation Ground School
Rosemaling
New Testament Literature
Welding
Christmas Card Construction
*China Painting
Needlepoint II
*Magic
*Refresher Typing
Life Education II
Refresher Shorthand
Slimnastics
Yoga

13.0 Taxidermy Techniques
Practical Gardening
*Crewel
Advanced Cake Decorating
Bike Tripping
Sketching and Drawing
Watercolor Painting
Golf
Arts and Crafts
Cross-Cultural Communication
First Aid
Food Sanitation
Beginning Bridge
Speedreading
Motorcycle Mechanics
Archery
Guitar
Beginning Cake Decoration
Tennis
Macrame II
Clowning

12.0 Law for the Layman
Communicative Linguistics
Office Skills Review
*Oil Painting
Nursing Assistant
Patient Care Planning
Self-Defense

11.0

Hunting Safety

10.0

9.0 ABE/GED
ESL III
*Communication Parent/Children

8.0 ESL I

ESL II

7.0

Gymnastics

*Only two sections.
Indented classes contained only one section.

APPENDIX F-6

MARITAL STATUS BY CLASS

(% married)

100% - Rosemaling
CPR
Parents Are Teachers
Conversational Italian II
Aviation Refresher
*Nursing Refresher
Patient Care Planning

90% - Ceramics
Crewel
Weaving
Sewing Specialities
Team Leading
*Quit Smoking Workshop
Yoga
*Intermediate Sewing
Small Business Workshops
Pharmacology
*Metrics for the Layman
Upholstery
*Advanced Sewing
*Refresher Typing
Knitting/Crochetting

80% - Leadership Training
Refresher Shorthand
Needlepoint
Horseshoeing
Advanced Cake Decoration
ESL II
Genealogical Writing
Best Sellers
Watercolor Painting
Foreign Foods Cooking
Cross-Country Skiing
Genealogy
Welding
Oriental Philosophy & Religion
Needlepoint II
*Square Dancing

70% - Conversational Spanish IV
Macrame
Conversational Spanish II
Conversational Spanish III
*Office Skills Review
Macrame II
*Intermediate Sign Language
*Investment Seminars
Income Tax
Adventures in Antiques
*China Painting
*Aviation Instruments
ESL I
Arts and Crafts
Parapsychology
Beginning Bridge
*Conversational Italian I
Lapidary Science
Life Education II
Career Change
Motorcycle Repair
Spanish for Medical Personnel
*Life Education I
Beginning Cake Decoration
Quilting
Ballroom Dancing
Intermediate Piano
Beginning Piano
Christmas Card Construction
Home Decoration
Beginning Sewing
Golf
Woodworking

60% - Intermediate Dancing
First Aid
Slimnastics
Tennis
Conversational German I
Food Sanitation
Bicycle Mechanics
Conversational Spanish I
Defensive Driving
Pottery
Sketching and Drawing
Photography
New Testament Literature
*Oil Painting
Calligraphy

50% - *Conversational Sign Language
Conversational Greek I
Conversational German II
Consumer First Aid
Archery
Cross-Cultural Communication
Taxidermy Techniques
Aviation Ground School
Creative Writing
Horse Care
Practical Gardening
Clowning
ABE/GED
Communicative Linguistics
Beginning Sign Language
Law for the Layman
Bellydancing
Winemaking

40% - Advanced Photography
Conversational French II
*Communication Parents/Child
*Magic
*Conversational Swedish II
Guitar
ESL III
Judo
Hunting Safety
*Conversational Swedish I

30% - Speedreading
Bike Tripping
*Conversational French I
Nursing Assistant

20% -
Chess
Self-Defense

10% - Auto Mechanics

0% - Gymnastics
Fantasy Literature

*Only two sections. Indented classes contained only one section.

APPENDIX F-7

HIGH/LOW ENROLLMENTS BY CLASS FOR WIDOWED/DIVORCED STUDENTS

High Enrollments (percentage)	
33.3% -	Conversational Greek I
29.0	New Testament Literature
28,6	Creative Writing
25.0	Best Sellers
21.1	*China Painting
18.2	Practical Gardening
17.9	Ballroom Dancing
16.7	Genealogical Writing
	Winemaking
	Watercolor Painting
15.6	*Investment Seminars
15.4	*Office Skills Review
14.9	Slimnastics
14.3	Genealogy
	Income Tax
	Oriental Philosophy and Rel.
	Auto Mechanics
13.3	Arts and Crafts
13.0	Sketching and Drawing
12.5	Conversational Spanish I
	*Conversational Swedish II
	Fantasy Literature
	Conversational German II
	Conversational Sign Language
12.2	Bellydancing
11.8	Lapidary Science
	Career Change
11.4	Square Dancing
11.1	Home Decoration
	Defensive Driving
10.8	ABE/GED
10.7	*Life Education I
10.0	Conversational Spanish IV
9.5	Bicycle Mechanics
9.1	Beginning Sewing
	Quilting

Low Enrollments (percentage)	
0.0%	First Aid
	*Conversational Italian
	*Quit Smoking Clinic
	*Aviation Instruments
	Intermediate Piano
	Taxidermy Techniques
	Gymnastics
	CPR
	Team Leading
	Pharmacology
	Refresher Shorthand
	Leadership Training
	Welding
	Needlepoint II
	Christmas Card Construction
	Intermediate Dancing
	Spanish for Medical Personnel
	Judo
	Self-Defense
	Hunting Safety
	Law for the Layman
	Communicative Linguistics
	Cross-Cultural Communication
	Archery
	Parapsychology
	Bike Tripping
	Advanced Photography
	Beginning Bridge
	Consumer First Aid
	Conversational French II
	Motorcycle Mechanics
	Clowning
	Aviation Refresher
	Parents are Teachers
	Rosemaling
	Ceramics
	Weaving
	Yoga
	Patient Care Planning
1.2	Tennis
2.6	Crewel

*Only two sections.
Indented classes contained only one section.

KEY TO FOLLOWING TABLES:

* The total number in each column is listed on the N line beneath the column name. Exceptions are noted in the appropriate category.

* The Chi Square column indicates the actual sum for the particular matrix on the top and the .05 level total on the bottom.

* Indentions indicate that the characteristic was combined with others to meet minimum number requirements for the Chi Square analysis.

* The NS following the Chi Square total indicates a non-significant total.

APPENDIX G

COMMUNITY DEMOGRAPHICS vs. COLLEGE ENROLLMENTS
SPRING 1978

	COMMUN. W/O NIU	COMMUN. WITH NIU	TOTAL COLLEGE	TRANSFER/ CAREER	COMMUN. EDUC.	ACT. CHI^2 .05 LEVEL
N =	48,441	60,641	7,100	5,710	1,390	
AGE:						
15-16 years	5.3%	4.9%	0.8%	0.1%	3.5%	
17-20	8.0	20.7	47.4	55.3	15.4	
21-29	23.2	23.7	30.5	30.9	28.7	
30-39	15.8	12.6	12.2	10.0	21.0	
40-49	15.5	12.4	4.5	2.7	12.0	
50-59	13.9	11.1	2.4	0.7	9.3	3498.3
60 and over	18.3	14.6	2.2	0.3	10.1	12.6
SEX:						
Male		48.5%	55.5%	60.3%	35.6%	128.3
Female		51.5	44.5	39.7	64.4	3.8
N =		80,314				
MARITAL STATUS:						
Married		53.9%	28.7%	21.3%	59.4%	
Single		38.6	66.0	74.4	31.0	
Widowed		5.4	1.1	0.3	4.6	2292.2
Divorced		2.1	4.2	4.0	5.0	7.8
N =		61,974 *				
RACE:						
Caucasian/Indian		98.4%	83.8%	83.1%	86.6%	
Black		1.1	4.9	5.8	1.0	
Oriental		0.2	1.1	0.8	2.5	2082.1
Other		0.3	10.2	10.3	9.9	9.5
N =		80,314	6,973	5,638	1,335	
EDUCATION:						
3rd grade & less		2.0%	0.3%	0.0%	1.5%	
4th grade - 8th grade		21.3	2.0	0.2	9.3	
9th grade to 12th grade		15.0	5.4	2.0	19.4	
High school graduate		33.8	9.5	8.8	12.4	
Some college		11.5	74.8	85.2	32.0	3157.8
College graduate		16.4	8.0	3.8	25.5	11.1
N =		30,666 #	7,099	5,709		

* 14 years and older

\# 25 years and older

APPENDIX G (CONT.)

	COMMUN. WITH NIU	TOTAL COLLEGE	TRANSFER/ CAREER	COMMUN. EDUCA.	ACT. CHI^2 .05 LEVEL
RESIDENCE:					
DeKalb	50.0%	53.7%	54.9%	49.1%	
Genoa/Kingston	7.7	6.2	5.4	9.7	
Kirkland	3.3	2.3	2.7	0.9	
Malta	2.6	4.0	4.4	2.2	
Paw Paw	1.7	1.1	1.0	1.4	
Rochelle	15.7	13.4	13.3	13.9	
Shabbona	1.8	2.2	2.0	3.0	
Sycamore	14.6	14.7	13.8	18.0	117.3
Waterman	2.6	2.4	2.5	1.8	15.5
N =	73,083	5,948	4,729	1,219	
OCCUPATION - MEN:					
Professional	14.9%	11.7%	6.3%	21.4%	
Teacher	(2.2)	(6.2)	(3.2)	(11.4)	
Manager/administrator	7.9	9.5	9.5	9.5	
Sales	5.3	3.2	3.3	3.0	
Clerical	6.2	2.4	3.2	1.0	
Craftsman/foreman	17.6	20.8	26.9	9.7	
Operative	13.1	21.3	22.3	19.4	
Transport equipment	4.7	1.8	2.0	1.5	
Laborer	5.6	5.2	3.8	7.7	
Farmer	7.3	5.2	4.1	7.2	
Service	7.5	15.5	17.3	12.4	
Food	(2.7)	(1.1)	(0.4)	(2.2)	
Student	-	-	-	-	
Retired	7.9	1.2	0.3	2.7	275.9
Unemployed	2.0	2.2	1.0	4.5	21.0
N =	21,931	1,118	716	402	
OCCUPATION - WOMEN:					
Professional	13.1%	17.9%	10.0%	25.7%	
Nurse	(1.4)	(4.2)	(5.6)	(2.9)	
Teacher	(5.0)	(10.1)	(2.3)	(17.8)	
Manager/administrator	2.4	3.0	3.5	2.5	
Sales	5.3	3.0	3.5	2.5	
Clerical	25.9	33.8	45.0	22.8	
Secretary	(9.5)	(15.3)	(19.1)	(11.5)	
Craftsman/foreman	2.0	1.3	1.5	1.1	
Operative	12.6	7.7	3.9	11.5	
Laborer	0.8	0.9	0.0	1.7	
Farmer/farm manager	0.2	0.2	0.4	0.0	
Service	18.4	23.7	29.7	17.8	
Food	(8.9)	(4.8)	(2.7)	(6.9)	
Health	(2.1)	(11.9)	(20.1)	(3.8)	
Retired	16.5	4.9	0.4	9.4	171.9
Unemployed	2.8	3.6	2.1	5.0	18.3
N =	17,413	1,040	518	522	

APPENDIX H

COMMUNITY EDUCATION vs. CAREER vs. TRANSFER ENROLLMENTS
SPRING 1978

	COMMUNITY ED.	CAREER	TRANSFER	CHI^2 .05
N =	1,390	2,866	2,844	
AGE:				
Under 17	3.5%	0.1%	0.2%	
17-20	15.4	50.8	59.6	
21-29	28.7	31.6	30.1	
30-39	21.0	12.4	7.7	
40-49	12.0	3.8	1.7	
50-59	9.4	1.0	0.4	1518.1
60 and over	10.0	0.3	0.3	21.0
Mean age	35.4 years	24.4 years	22.8 years	
High age	90	83	83	
SEX:				
Male	35.6%	66.2%	54.4%	356.6
Female	64.4	33.8	45.6	6.0
MARITAL STATUS:				
Married	59.3%	25.9%	16.6%	
Single	31.1	70.3	78.7	
Widowed	4.6	0.2	0.3	1134.2
Divorced	5.0	3.6	4.4	12.6
RACE:				
Caucasian/Indian	86.6%	89.1%	77.1%	
Black	1.0	3.3	8.3	
Oriental	2.5	0.6	0.9	
Mexican	5.1	1.4	0.6	290.8
Other	4.8	5.6	13.1	15.5
N =			2,841	
RESIDENCE:				
DeKalb	43.1%	38.8%	52.3%	
Genoa/Kingston	8.5	4.7	4.1	
Kirkland	0.8	2.5	2.0	
Malta	1.9	2.5	4.9	
Paw Paw	1.2	0.8	0.8	
Rochelle	12.2	12.1	9.8	
Shabbona	2.6	1.7	1.6	
Sycamore	15.8	10.3	12.6	
Waterman	1.6	2.1	2.0	383.4
Others	12.3	24.5	9.9	28.9

APPENDIX H (CONT.)

	COMMUNITY ED.	CAREER	TRANSFER	CHI^2 .05
EDUCATION:				
8th grade and less	10.8%	0.3%	0.1%	
3rd grade and less	(1.5)	(0.0)	(0.0)	
4th through 8th	(9.3)	(0.3)	(0.1)	
9th grade through high sch.	31.7	10.8	10.7	
9th grade to 12th	(19.3)	(2.7)	(1.2)	
High school graduate	(12.4)	(8.1)	(9.5)	
Some college	21.9	68.8	74.2	
2-4 years of college	10.1	14.7	12.8	
Associate degree	(2.8)	(3.8)	(3.3)	
2-4 years of college	(7.3)	(10.9)	(9.5)	
Bachelor degree	15.7	4.5	1.7	
Graduate degree	9.8	0.9	0.5	
Master degree	(7.6)	(0.8)	(0.5)	1718.8
Doctorate degree	(2.2)	(0.1)	(0.0)	21.0
Average	12.65 years	13.26 years	13.16 years	
N =			2,843	
LAST SCHOOL ATTENDED:				
DeKalb	5.8%	1.3%	1.4%	
Rochelle	3.1	2.1	1.1	
Sycamore	2.4	0.4	0.3	
Other district schools	3.7	0.6	0.9	
Area schools	1.9	0.6	0.1	
Other in-state schools	5.6	1.8	1.3	
Out-of-state schools	3.6	0.3	0.1	
Northern Illinois Univ.	13.3	6.1	7.7	
Kishwaukee College	41.0	77.0	76.9	
Other universities	8.9	3.4	2.8	843.0
Other	10.7	6.4	7.4	31.4
N =	1,332	2,831	2,767	
REASONS FOR ATTENDING:				
License/diploma	17.6%	54.9%	76.6%	
To get a job	3.0	2.7	0.1	
Personal interest	10.6	4.7	6.5	
Socializing	9.8	0.1	0.7	
Better skills	48.1	31.7	13.0	
Prepare for college	1.0	0.8	0.6	
Better fitness	6.9	0.0	1.7	
Professional growth	1.8	4.1	0.2	1288.3
Update skills	1.2	1.0	0.6	26.3
N =	1,250	2,438	2,443	
STUDENT STATUS:				
Full-time	3.1%	62.5%	66.8%	1710.3
Part-time	96.9	37.5	33.2	6.0

APPENDIX H (CONT.)

	COMMUNITY ED.	CAREER	TRANSFER	CHI^2 .05
FIRST ENROLLMENT:				
Yes	53.0%	20.4%	22.1%	569.3
No	47.0	79.6	77.9	6.0
N =		2,864	2,841	
OCCUPATION - MEN:				
Professional	17.6%	2.1%	0.3%	
Teacher	(9.4)	(1.1)	(0.1)	
Manager/administrator	7.8	2.7	1.3	
Sales	2.5	0.8	0.7	
Real estate	(0.4)	(0.0)	(0.0)	
Clerical	0.8	0.6	0.8	
Craftsman/foreman	8.0	7.4	3.7	
Construction	(2.0)	(0.6)	(0.3)	
Mechanics	(1.6)	(2.3)	(1.0)	
Operative	15.9	6.3	2.5	
Transport equipment	1.2	0.5	0.4	
Laborer	6.3	1.0	0.5	
Farmer	5.9	1.5	0.1	
Service	10.2	4.5	2.8	
Food	(1.8)	(0.1)	(0.1)	
Protective	(0.4)	(1.0)	(0.5)	
Student	17.9	72.2	86.8	
Retired	2.2	0.1	0.0	1117.9
Unemployed	3.7	0.3	0.1	36.4
N =	490	1,829	1,529	
OCCUPATION - WOMEN:				
Professional	15.8%	1.7%	2.7%	
Nurse	(1.8)	(0.6)	(1.8)	
Teacher	(10.9)	(0.4)	(0.6)	
Manager/administrator	1.5	1.2	0.5	
Sales	1.5	1.2	0.4	
Clerical	14.0	13.8	7.5	
Secretary	(7.1)	(6.5)	(2.7)	
Craftsman/foreman	0.7	0.7	0.1	
Operative	8.1	1.0	0.6	
Laborer	1.1	0.0	0.0	
Farmer/farm manager	0.0	0.2	0.0	
Service	10.9	8.3	5.8	
Food	(4.2)	(0.9)	(0.4)	
Health	(2.4)	(5.7)	(4.2)	
Housewife	22.9	4.6	5.5	
Housewife/part-time job	2.5	0.5	0.2	
Student	12.1	66.2	76.3	
Retired	5.8	0.1	0.0	1184.0
Unemployed	3.1	0.5	0.4	38.9
N =	850	989	1,283	

APPENDIX H (CONT.)

	COMMUNITY ED.	CAREER	TRANSFER	CHI^2 / .05
YEARS SINCE ATTENDED:				
0 years	40.7%	79.3%	86.9%	
1	9.6	4.8	4.9	
2-4	19.8	9.1	5.5	
5-9	10.9	4.0	2.3	
10-14	4.9	1.0	0.1	
15-19	2.9	0.8	0.0	
20-29	4.7	0.7	0.2	
30-38	2.4	0.3	0.1	1235.0
39 and more	4.1	0.0	0.0	26.3
Mean years	6.3 years	1.1 years	0.5 years	
CONCURRENT ENROLLMENT:				
Yes	24.4%	84.9%	93.6%	2675.9
No	75.6	15.1	6.4	6.0
N =	1,389	2,865		
CONCURRENT ENROLLMENT - TYPES:				
Same area	64.6%	67.9%	63.7%	14.2
Another area	35.4	32.1	36.3	6.0
N =	393	3,312	3,975	
PREVIOUS CREDIT - TYPES:				
Same area	57.1%	61.5%	57.3%	12.3
Another area	42.9	38.5	42.7	9.5
N =	788	3,383	3,544	
PREVIOUS CREDIT - COMMUNITY EDUCATION:				
Career/business	7.5%	19.7%	14.1%	
Home economics	13.3	8.5	5.2	
Languages	5.9	9.0	6.7	
Intellectual	3.9	5.9	9.0	
Personal improvement	11.6	12.2	14.9	
Art/music	16.4	9.6	27.6	
Physical fitness	20.5	17.0	11.2	
Adult basic education	17.6	13.3	9.0	64.1
Aviation	3.3	4.8	2.3	26.3
N =	580	193	149	

APPENDIX H (CONT.)

	COMMUNITY ED.	CAREER	TRANSFER	CHI^2 .05
PREVIOUS CREDIT - CAREER:				
Radiology	3.4%	2.1%	3.0%	
Industrial technology	8.0	6.7	7.2	
Horticulture	11.8	14.7	2.9	
Mechanics	8.0	14.9	4.4	
Agriculture	4.2	23.3	8.4	
Law enforcement/fire sci.	3.8	2.4	1.5	
Data processing	7.2	8.7	23.8	
Secretarial science	18.6	7.1	9.2	
Business	32.1	16.4	35.9	691.6
Nursing	2.9	3.7	3.7	28.9
N =	197	3,069	1,887	
PREVIOUS CREDIT - TRANSFER:				
Communications	29.3%	26.7%	28.2%	
Humanities	(28.3)	(24.7)	(26.2)	
Journalism	(1.0)	(2.0)	(2.0)	
Speech	4.0	8.3	6.0	
Art/music	9.6	5.1	7.0	
Science	10.6	15.0	15.0	
Mathematics	11.6	20.8	18.8	
Social science	26.3	22.5	22.7	73.7
Physical education	8.6	1.6	2.3	21.0
N =	198	2,396	5,139	

APPENDIX I

DAY vs. EVENING ENROLLMENT
(NOT INCLUDING COMMUNITY EDUCATION)
SPRING 1978

	DAY	EVENING	CHI^2 .05
N =	4,101	1,610	
AGE:			
Under 20	62.5%	37.0%	
Under 17	(0.0)	(0.5)	
17-20	(62.5)	(36.5)	
21-29	29.1	35.5	
30-39	6.5	18.9	
40-49	1.3	6.4	
50-59	0.4	1.6	446.2
60 and over	0.2	0.6	11.1
Mean age	22.5 years	26.5 years	
High age	83	83	
SEX:			
Male	60.5%	59.8%	0.3 NS
Female	39.5	40.2	3.8
MARITAL STATUS:			
Married	15.0%	37.3%	
Single	82.6	57.5	
Widowed	0.2	0.4	396.3
Divorced	2.2	4.8	7.8
RACE:			
Caucasian/Indian	80.9%	89.0%	
Black	6.7	3.5	
Oriental	0.7	0.9	
Mexican	1.1	0.7	35.6
Other	10.6	5.9	11.1
N =	4,059	1,580	
RESIDENCE:			
DeKalb	46.5%	42.9%	
Genoa/Kingston	4.5	4.2	
Kirkland	1.7	3.7	
Malta	3.7	3.7	
Paw Paw	0.6	1.2	
Rochelle	9.6	14.4	
Shabbona	1.8	1.2	
Sycamore	10.8	13.2	
Waterman	2.1	2.1	78.4
Other	18.7	13.4	16.9

APPENDIX I (CONT.)

	DAY	EVENING	CHI^2 .05
EDUCATION:			
8th grade and less	0.2%	0.3%	
3rd grade and less	(0.0)	(0.0)	
4th - 8th grade	(0.2)	(0.3)	
9th grade through high school	9.9	13.0	
9th to 12th grade	(1.1)	(4.2)	
High school graduate	(8.8)	(8.8)	
Some college	74.8	63.0	
2 - 4 years of college	12.8	16.1	
Associate degree	(3.2)	(4.3)	
2-4 years of college	(9.6)	(11.8)	
Bachelor degree	2.0	6.0	
Graduate degree	0.3	1.6	
Master degree	(0.3)	(1.4)	69.8
Doctorate degree	(0.0)	(0.2)	11.1
Average	13.17 years	13.31 years	
LAST SCHOOL ATTENDED:			
DeKalb	0.7%	3.1%	
Rochelle	1.2	2.6	
Sycamore	0.2	0.6	
Other district schools	0.7	1.0	
Area schools	0.3	0.4	
Other secondary schools	1.7	1.9	
Other in-state schools	(1.6)	(1.5)	
Out-of-state schools	(0.1)	(0.4)	
Northern Illinois University	5.9	9.2	
Kishwaukee College	78.7	70.3	
Other universities	2.4	4.7	118.8
Other	8.2	6.2	18.3
N =	4,069	1,576	
REASONS FOR ATTENDING:			
License/diploma	71.7%	50.4%	
To get a job	0.9	2.8	
Personal interest	5.3	6.4	
Socializing	0.3	0.7	
Better skills	19.9	28.7	
Prepare for college	0.3	1.6	
Better fitness	0.4	1.9	
Professional growth	0.9	5.4	290.4
Update skills	0.3	2.1	15.5
N =	3,518	1,364	
STUDENT STATUS:			
Full-time	77.8%	32.2%	1055.0
Part-time	22.2	67.8	3.8

APPENDIX I (CONT.)

	DAY	EVENING	CHI^2 .05
FIRST ENROLLMENT:			
Yes	20.0%	24.4%	13.1
No	80.0	75.6	3.8
N =	4,097	1,609	
OCCUPATION - MEN:			
Professional	0.5%	3.5%	
Teacher	(0.2)	(1.8)	
Manager/administrator	0.7	5.7	
Sales	0.2	2.1	
Real estate	(0.0)	(0.0)	
Clerical	0.3	1.8	
Craftsman/foreman	2.7	14.1	
Construction	(0.0)	(1.7)	
Mechanic	(1.0)	(3.8)	
Operative	2.4	11.0	
Transport equipment	0.2	1.0	
Laborer	0.4	1.8	
Farmer	0.5	2.0	
Service	1.4	9.8	
Food	(0.0)	(0.3)	
Protective	(0.5)	(2.0)	
Student	90.7	46.4	
Not working	0.0	0.8	
Retired	(0.0)	(0.2)	640.2
Unemployed	(0.0)	(0.6)	19.7
N =	2,444	919	
OCCUPATION - WOMEN:			
Professional/managerial	1.6%	7.1%	
Professional	(1.5)	(4.4)	
Nurse	(1.1)	(1.7)	
Teacher	(0.2)	(1.4)	
Manager/administrator	(0.1)	(2.7)	
Sales	0.3	2.0	
Clerical	3.8	26.6	
Secretarial	(1.5)	(11.7)	
Other	0.5	3.4	
Craftsman/foreman	(0.2)	(0.6)	
Operative	(0.2)	(2.6)	
Laborer	(0.0)	(0.0)	
Farmer/farm manager	(0.1)	(0.2)	
Service	6.1	8.4	
Food	(0.4)	(1.1)	
Health	(5.2)	(3.1)	
Housewife	3.8	9.6	
Student	83.7	41.5	
Not working	0.2	1.4	
Retired	(0.1)	(0.0)	
Unemployed	(0.1)	(1.4)	477.5
N =	1,629	643	11.1

APPENDIX I (CONT.)

	DAY	EVENING	CHI^2 .05
YEARS SINCE ATTENDED:			
0 years	87.3%	72.2%	
1	4.0	7.0	
2-4	5.5	11.8	
5-9	2.3	5.1	
10-14	0.4	1.1	
15-19	0.2	1.1	
20-29	0.1	1.4	
30 and more	0.2	0.3	
30-38	(0.2)	(0.3)	212.0
39 and more	(0.0)	(0.0)	14.1
Mean years	0.5 years	1.5 years	
CONCURRENT ENROLLMENT:			
Yes	96.1%	71.7%	722.1
No	3.9	28.3	3.8
N =		1,609	
CONCURRENT ENROLLMENT - TYPES:			
Transfer	48.9%	45.5%	
Career	48.8	50.1	22.1
Community education	2.3	4.4	6.0
PREVIOUS CREDIT - TYPES:			
Transfer	47.2%	42.5%	
Career	49.8	50.1	67.7
Community education	3.0	7.4	6.0
PREVIOUS CREDIT - COMMUNITY EDUCATION:			
Career/business	22.9%	12.3%	
Home economics	5.9	7.8	
Languages	9.0	5.8	
Intellectual	8.5	5.2	
Art/music	21.3	11.1	
Physical education	6.9	22.1	
Adult basic education	13.3	14.3	
Other	12.2	21.4	
Personal improvement	(11.7)	(13.6)	27.7
Aviation	(0.5)	(7.8)	14.1
N =	188	154	

APPENDIX I (CONT.)

	DAY	EVENING	$\frac{CHI^2}{.05}$
PREVIOUS CREDIT - CAREER:			
Radiology	2.4%	3.3%	
Industrial technology	5.8	10.1	
Horticulture	11.3	7.0	
Mechanics	11.3	10.5	
Agriculture	21.3	7.2	
Law enforcement/fire science	1.3	4.8	
Data processing	13.7	15.6	
Secretarial science	7.5	9.2	
Business	21.2	30.4	$\frac{156.3}{16.9}$
Nursing	4.2	1.9	
N =	3,654	1,302	
PREVIOUS CREDIT - TRANSFER:			
Humanities	26.5%	23.4%	
Journalism	2.1	1.6	
Speech	6.9	6.3	
Art/music	6.0	7.5	
Science	16.0	11.9	
Mathematics	18.9	21.2	
Social science	21.7	25.7	$\frac{25.9}{14.1}$
Physical education	1.9	2.4	
N =	5,810	1,725	

APPENDIX J

CLASS SITES: KISHWAUKEE COLLEGE vs. DEKALB vs. CENTERS
FALL 1976, SPRING 1977, FALL 1977, SPRING 1978

	KISHWAUKEE COLLEGE	DEKALB	CENTERS	$CHI^2/.05$ 3-WAY	$CHI^2/.05$ DK VS CENT.
N =	1,718	1,833	1,807		
AGE:					
Under 17	6.7%	3.2%	4.3%		
17-20	22.7	13.1	11.5		
21-29	31.1	28.5	26.2		
30-39	19.8	19.9	24.2		
40-49	9.2	13.0	13.3		
50-59	6.7	8.6	11.1	241.7	35.3
60 and over	3.8	13.7	9.4	21.0	12.6
Mean age	30.1 years	36.9 years	35.9 years		
High age	90	90	90		
SEX:					
Male	42.3%	32.2%	31.7%	54.5	0.1 NS
Female	57.7	67.8	68.3	6.0	3.8
MARITAL STATUS:					
Married	49.7%	55.9%	64.6%		
Single	43.2	33.2	29.2		
Widowed	2.0	6.5	2.8	148.1	44.6
Divorced	5.1	4.4	3.4	12.6	7.8
RACE:					
Caucasian/Indian	86.8%	88.9%	88.8%		
Black	1.6	0.8	0.7		
Oriental	1.5	3.2	1.6		
Mexican	4.7	4.0	7.5	47.3	30.0
Other	5.4	3.1	1.4	15.5	9.5
N =	1,699	1,802	1,801		
RESIDENCE:					
DeKalb	38.3%	64.%	13.7%		
Genoa/Kingston	4.4	4.0	16.5		
Kirkland	1.5	0.9	2.6		
Malta	3.8	2.6	0.3		
Rochelle	21.2	3.6	16.1		
Shabbona	1.5	1.1	3.0		
Sycamore	13.6	14.8	20.6		
Waterman	1.2	1.1	1.4		
Other	14.5	7.4	25.8		
Paw Paw	(1.6)	(0.1)	(5.6)	1334.6	1135.6
Other	(12.9)	(7.3)	(20.2)	26.3	15.5
N =		1,832			

APPENDIX J (CONT.)

	KISHWAUKEE COLLEGE	DEKALB	CENTERS	CHI^2/.05 3-WAY	CHI^2/.05 DK VS CENT.
EDUCATION:					
8th grade and less	11.8%	8.5%	15.0%		
3rd grade and less	(1.2)	(1.0)	(3.1)		
4th - 8th grade	(10.6)	(7.5)	(11.9)		
9th grade through h.s.	41.4	27.0	33.8		
9th grade to 12th	(27.8)	(14.1)	(17.2)		
High school grad.	(13.6)	(12.9)	(16.6)		
Some college	16.8	21.4	21.8		
2-4 years of college	9.3	12.7	8.7		
Associate degree	(2.3)	(3.3)	(2.3)		
2-4 years of college	(7.0)	(9.4)	(6.4)		
Bachelor degree	12.2	17.9	13.0		
Graduate degree	8.5	12.5	7.7		
Master degree	(7.0)	(9.3)	(6.5)	134.4	78.0
Doctorate degree	(1.5)	(3.2)	(1.2)	18.3	11.1
Average	12.19 years	13.20 years	12.09 years		
N =	1,603	1,746	1,720		
LAST SCHOOL ATTENDED:					
DeKalb	8.5%	6.9%	3.2%		
Rochelle	7.0	0.7	3.1		
Sycamore	3.5	1.7	4.0		
Other district schools	3.2	1.8	3.5		
Area schools	1.6	1.2	3.7		
Other in-state schools	5.9	5.7	6.4		
Out-of-state schools	5.6	2.5	3.8		
Northern Illinois Univ.	13.3	19.2	11.1		
Kishwaukee College	30.0	40.0	36.4		
Other universities	9.8	10.9	11.3	258.3	125.8
Other	11.0	9.4	13.5	31.4	18.3
N =	1,491	1,657	1,559		
REASONS FOR ATTENDING:					
License/diploma	29.7%	9.7%	13.2%		
To get a job	2.0	1.0	1.2		
Personal interest	12.7	15.3	11.1		
Socializing	6.4	9.9	13.5		
Better skills	40.3	46.3	49.5		
Prepare for college	3.5	0.9	0.9		
Better fitness	0.8	10.3	7.3		
Continuing education	4.6	6.6	3.3		
Professional growth	(3.5)	(4.1)	(3.1)	399.8	52.4
Update skills	(1.1)	(2.5)	(0.2)	23.7	14.1
N =	1,323	1,580	1,511		
STUDENT STATUS:					
Full-time	4.2%	1.4%	1.0%	50.9	1.5 NS
Part-time	95.8	98.6	99.0	6.0	3.8

APPENDIX J (CONT.)

	KISHWAUKEE COLLEGE	DEKALB	CENTER	CHI^2/.05 3-WAY	CHI^2/.05 DK VS.CENT.
FIRST ENROLLMENT:					
Yes	63.3%	53.7%	57.6%	32.6	5.6
No	36.7	46.3	42.4	6.0	3.8
N =	1,660	1,808	1,766		
OCCUPATION - MEN:					
Professional	15.1%	20.7%	17.3%		
Teacher	(7.2)	(11.5)	(8.4)		
Manager/administrator	11.5	9.0	7.3		
Sales/clerical	2.6	4.7	7.0		
Sales	(2.0)	(4.0)	(4.8)		
Real estate	(0.0)	(1.5)	(0.6)		
Clerical	(0.6)	(0.7)	(2.2)		
Craftsman/foreman	7.9	7.7	13.4		
Construction	(1.6)	(2.5)	(3.1)		
Mechanic	(1.6)	(0.7)	(1.4)		
Operative	11.3	11.0	21.5		
Transport equipment	1.4	1.5	1.4		
Laborer	5.8	7.2	4.2		
Farmer	3.2	6.2	9.2		
Service	11.1	10.0	6.1		
Food	(3.4)	(2.7)	(2.8)		
Protective	(0.0)	(0.0)	(0.3)		
Student	22.1	13.0	6.1		
Retired	1.2	3.5	3.4	95.8	29.5
Unemployed	6.8	5.5	3.1	33.9	19.7
N =	497	401	358		
OCCUPATION - WOMEN:					
Professional	14.5%	18.6%	18.7%		
Nurse	(1.9)	(2.7)	(5.4)		
Teacher	(10.1)	(11.7)	(9.5)		
Manager/administrator	4.6	2.3	1.9		
Sales	1.4	1.5	1.2		
Clerical	11.4	15.6	14.2		
Secretarial	(4.6)	(7.0)	(5.7)		
Craftsman/foreman	0.5	0.4	0.9		
Service	13.6	9.8	7.7		
Food	(6.9)	(2.4)	(2.3)		
Health	(2.3)	(2.1)	(1.1)		
Housewife	18.6	29.9	27.7		
Housewife/part-time job	2.6	1.6	3.6		
Student	18.0	6.6	6.2		
Retired	0.7	7.3	4.1		
Unemployed	7.8	2.2	1.6		
Other	6.3	4.2	12.2		
Operative	(5.0)	(4.0)	(11.4)		
Laborer	(1.2)	(0.2)	(0.8)	237.4	58.4
Farmer/farm manager	(0.1)	(0.0)	(0.0)	33.9	19.7
N =	737	1,009	894		

APPENDIX J (CONT.)

	KISHWAUKEE COLLEGE	DEKALB	CENTERS	CHI^2/.05 3-WAY	CHI^2/.05 DK VS.CENT.
YEARS SINCE ATTENDED:					
0 years	40.9%	37.7%	29.7%		
1	13.7	14.8	17.0		
2-4	16.8	18.0	15.2		
5-9	9.6	9.5	10.6		
10-14	5.4	4.7	7.6		
15-19	3.1	2.6	4.8		
20-29	5.4	4.5	6.6		
30-38	2.9	3.3	3.7	88.1	45.7
39 and more	2.2	4.9	4.8	26.3	15.5
Mean years	5.6 years	6.7 years	7.8 years		
N =	1,705	1,833	1,816		
CONCURRENT ENROLLMENT:					
Yes	19.3%	21.2%	8.9%	111.6	104.3
No	80.7	78.8	91.1	6.0	3.8
N =	1,657	1,814	1,768		
CONCURRENT ENROLLMENT - TYPES:					
Transfer	23.1%	12.4%	15.7%		
Career	30.4	17.0	27.9	49.8	11.4
Community education	46.5	70.6	56.4	9.5	6.0
N =	398	411	165		
PREVIOUS CREDIT - TYPES:					
Transfer	20.8%	17.8%	13.9%		
Career	28.4	23.1	21.4	33.5	7.7
Community education	50.8	59.1	64.7	9.5	6.0
N =	726	1,040	913		
PREVIOUS CREDIT - COMMUNITY EDUCATION:					
Career/business	7.3%	7.0%	8.1%		
Home economics	5.9	14.8	6.3		
Languages	3.5	11.6	3.5		
Intellectual	4.3	4.2	7.1		
Personal improvement	10.4	11.4	9.9		
Art/music	25.1	16.1	21.1		
Physical education	11.1	19.5	26.7		
Adult basic education	29.6	13.6	15.1	177.8	78.3
Aviation	2.8	1.8	2.2	26.3	15.5
N =	423	786	734		

APPENDIX J (CONT.)

	KISHWAUKEE COLLEGE	DEKALB	CENTERS	CHI^2/.05 3-WAY	CHI^2/.05 DK VS.CENT.
PREVIOUS CREDIT - CAREER:					
Health	6.4%	8.6%	9.5%		
Radiology	(1.7)	(4.3)	(3.9)		
Nursing	(4.7)	(4.3)	(5.6)		
Industrial technology	6.0	7.9	8.2		
Horticulture	10.7	11.8	8.2		
Mechanics	7.7	6.4	6.9		
Agriculture	7.3	3.6	6.0		
Law enforcement/fire sc.	3.4	4.3	1.7		
Data processing	9.8	6.4	12.5		
Secretarial science	14.9	23.9	14.7	19.5 / 23.7 NS	16.6 / 14.1
Business	33.8	27.1	32.3		
N =	234	280	232		
PREVIOUS CREDIT - TRANSFER:					
Communication	20.2%	28.5%	19.8%		
Humanities	(19.4)	(26.1)	(18.7)		
Journalism	(0.8)	(2.4)	(1.1)		
Speech	3.3	3.8	5.3		
Art/music	12.8	11.7	15.0		
Science	14.1	11.0	9.6		
Mathematics	13.2	10.3	10.7		
Social science	25.6	28.5	29.4	13.8 / 21.0 NS	7.6 / 12.6 NS
Physical education	10.8	6.2	10.2		
N =	242	291	187		
RESIDENCE - GROUPED:					
Same location as class	3.8%	64.4%	58.6%		
Adjacent village/city	38.3	18.6	25.5		
Other in-district	45.0	9.7	8.2	820.9 / 12.6	27.2 / 7.8
Other	12.9	7.3	7.7		
N =		1,832			

APPENDIX K

ATTENDANCE CENTERS
FALL 1976, SPRING 1977, FALL 1977, SPRING 1978

	CHIPPEWA	MOHAWK	PINE ROCK	SOUTHERN	WESTERN	WYOMING	CHI^2 .05
N =	337	658	203	111	317	181	
AGE:							
Under 17	5.4%	2.7%	6.9%	1.8%	1.9%	11.0%	
17-20	9.5	12.9	10.8	9.0	12.9	9.4	
21-29	26.1	28.1	18.2	22.5	30.3	23.2	
30-39	32.3	24.8	18.7	25.3	18.9	22.1	
40-49	12.8	13.1	8.9	12.6	16.1	15.5	
50-59	9.2	9.9	16.8	16.2	10.4	11.6	111.6
60 and over	4.7	8.5	19.7	12.6	9.5	7.2	43.8
Mean age	34.1 years	35.1 years	40.7 years	38.8 years	36.0 years	34.3 years	
High age	90	78	81	71	75	72	
SEX:							
Male	23.4%	37.7%	23.2%	18.9%	39.7%	28.2%	47.3
Female	76.6	62.3	76.8	81.1	60.3	71.8	11.1
MARITAL STATUS:							
Married	60.8%	62.9%	64.5%	74.8%	68.5%	64.6%	
Single	32.6	30.8	23.6	19.8	27.4	31.5	
Widowed	3.6	1.7	8.4	2.7	2.2	1.1	44.7
Divorced	3.0	4.6	3.5	2.7	1.9	2.8	25.0
RACE:							
Caucasian/Indian	91.1%	94.8%	97.0%	100.0%	60.3%	97.2%	
Other	8.9	5.2	3.0	0.0	39.7	2.8	
Black	(0.9)	(1.1)	(0.0)	(0.0)	(0.0)	(1.1)	
Oriental	(1.5)	(2.1)	(0.5)	(0.0)	(2.2)	(0.6)	326.8
Mexican	(5.4)	(0.8)	(0.5)	(0.0)	(35.0)	(0.0)	11.1
N =	336	657		109		179	

APPENDIX K (CONT.)

	CHIPPEWA	MOHAWK	PINE ROCK	SOUTHERN	WESTERN	WYOMING	CHI^2 .05
RESIDENCE:							
DeKalb	4.2%	30.4%	0.0%	8.1%	5.0%	4.4%	
Genoa/Kingston	72.7	7.8	0.4	0.0	0.3	0.0	
Kirkland	8.0	2.6	0.0	0.9	0.7	0.0	
Malta	0.3	0.0	0.0	2.8	0.3	0.0	
Paw Paw	0.0	0.0	0.0	0.0	0.0	55.8	
Rochelle	0.6	2.6	16.3	3.6	74.4	0.0	
Shabbona	0.0	0.0	0.0	43.2	0.0	2.8	
Sycamore	9.8	49.4	0.0	0.9	3.1	1.7	
Waterman	0.3	0.8	0.0	15.3	0.7	0.5	
Others	4.1	6.4	83.3	25.2	15.5	34.8	
RESIDENCE - ADJACENT:							
Same as center	72.7%	49.4%	46.8%	51.4%	74.4%	55.8%	
Adjacent village/city	17.8	38.1	51.2	18.0	6.3	2.8	
Other in-district	5.3	6.1	2.0	19.8	14.2	10.5	430.5
Others	4.2	6.4	0.0	10.8	5.1	30.9	25.0
EDUCATION:							
8th grade and less	18.8%	9.6%	8.6%	0.9%	33.6%	11.6%	
3rd grade or less	(3.8)	(2.7)	(0.0)	(0.0)	(8.0)	(0.0)	
4th through 8th	(15.0)	(6.9)	(8.6)	(0.9)	(25.6)	(11.6)	
9th through high sch.	42.5	29.0	51.8	27.5	21.6	40.5	
9th to 12th grade	(24.9)	(13.7)	(31.0)	(11.9)	(9.3)	(17.3)	
High school grad.	(17.6)	(15.3)	(20.8)	(15.6)	(12.3)	(23.2)	
Some college	22.0	20.3	21.8	33.9	18.9	24.3	
2-4 years of college	6.4	11.6	4.6	9.2	8.3	6.9	
Associate degree	(1.6)	(2.6)	(2.1)	(1.8)	(3.6)	(0.5)	
2-4 years of college	(4.8)	(9.0)	(2.5)	(7.4)	(4.7)	(6.4)	
Bachelor degree	5.8	17.2	10.7	20.2	11.0	12.7	
Graduate degree	4.5	12.3	2.5	8.3	6.6	4.0	
Master degree	(4.5)	(9.9)	(2.5)	(7.3)	(6.3)	(2.3)	233.9
Doctorate degree	(0.0)	(2.4)	(0.0)	(1.0)	(0.3)	(1.7)	37.6
Average	11.17 years	12.98 years	11.91 years	13.60 years	10.67 years	12.24 years	
N =	313	627	197	109	301	173	

APPENDIX K (CONT.)

	CHIPPEWA	MOHAWK	PINE ROCK	SOUTHERN	WESTERN	WYOMING	CHI^2 .05
LAST SCHOOL ATTENDED:							
District schools	10.8%	16.8%	10.1%	15.3%	9.2%	18.9%	
DeKalb	(3.6)	(6.5)	(0.0)	(1.0)	(0.0)	(1.2)	
Rochelle	(0.8)	(0.5)	(10.1)	(1.0)	(8.8)	(0.0)	
Sycamore	(3.6)	(8.8)	(0.0)	(0.0)	(0.4)	(1.2)	
Other district sch.	(2.8)	(1.0)	(0.0)	(13.3)	(0.0)	(16.5)	
Northern Illinois Univ.	10.2	17.1	4.8	9.5	6.9	6.7	
Kishwaukee College	35.2	33.6	38.6	48.6	40.9	30.5	
Other universities	7.7	14.3	9.5	11.4	9.1	11.0	
Other high schools	22.3	8.7	28.5	7.6	6.9	18.9	
Area schools	(3.2)	(2.1)	(15.8)	(0.0)	(1.0)	(2.4)	
Other in-state sch.	(11.4)	(4.0)	(3.7)	(7.6)	(2.6)	(16.5)	
Out-of-state schools	(7.7)	(2.6)	(9.0)	(0.0)	(3.3)	(0.0)	
Other	13.8	9.5	8.5	7.6	27.0	14.0	
N =	247	580	189	105	274	164	
REASONS FOR ATTENDING:							
Personal interest	7.3%	11.6%	9.8%	12.4%	11.9%	15.9%	
Socialization	12.4	16.5	6.3	8.2	10.7	20.5	
Better skills	41.5	47.2	52.9	58.8	63.5	39.8	
Other	38.8	24.7	31.0	20.6	13.9	23.8	
License/diploma	(26.9)	(12.3)	(22.4)	(0.0)	(2.4)	(7.9)	
To get a job	(2.5)	(1.1)	(1.8)	(0.0)	(0.4)	(0.7)	
Prepare for college	(0.4)	(1.2)	(1.1)	(0.0)	(0.4)	(1.3)	
Better fitness	(6.5)	(8.2)	(5.7)	(17.5)	(0.0)	(12.6)	
Professional growth	(2.5)	(1.4)	(0.0)	(3.1)	(10.7)	(1.3)	81.7
Update skills	(0.0)	(0.5)	(0.0)	(0.0)	(0.0)	(0.0)	25.0
N =	275	562	174	97	252	151	
STUDENT STATUS:							
Full-time	0.0%	0.8%	0.0%	0.0%	3.5%	1.1%	26.6
Part-time	100.0	99.2	100.0	100.0	96.5	98.9	11.1

APPENDIX K (CONT.)

	CHIPPEWA	MOHAWK	PINE ROCK	SOUTHERN	WESTERN	WYOMING	$\frac{CHI^2}{.05}$
FIRST ENROLLMENT:							
Yes	66.2%	60.1%	54.5%	39.1%	51.1%	58.9%	33.4
No	33.8	39.9	45.5	60.9	48.9	41.1	11.1
N =	323	645	200	110	313	175	
OCCUPATION - MEN:							
Professional	16.4%	21.6%	0.0%	38.5%	13.8%	6.7%	
Teacher	(9.1)	(9.9)	(0.0)	(30.8)	(5.0)	(3.3)	
Manager/administrator	3.6	8.6	5.5	7.7	6.3	10.0	
Sales	0.0	7.4	11.1	7.7	1.2	3.3	
Real estate	(0.0)	(0.6)	(0.0)	(7.7)	(0.0)	(0.0)	
Clerical	7.3	0.6	0.0	0.0	1.2	6.6	
Craftsman/foreman	16.3	16.7	16.7	23.0	5.0	6.6	
Construction	(3.6)	(4.3)	(0.0)	(0.0)	(1.2)	(3.3)	
Mechanic	(0.0)	(2.5)	(0.0)	(0.0)	(1.2)	(0.0)	
Operative	12.7	13.5	22.2	0.0	56.3	13.4	
Transport equipment	(0.0)	(1.2)	(0.0)	(0.0)	(1.3)	(6.7)	
Laborer	7.3	2.5	5.6	0.0	2.5	13.3	
Farmer	7.3	9.3	16.7	15.4	5.0	16.7	
Service	5.5	8.0	5.5	0.0	3.8	6.7	
Food	(3.6)	(3.1)	(0.0)	(0.0)	(2.5)	(3.3)	
Protective	(1.8)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	
Student	12.7	5.6	5.6	7.7	1.2	10.0	
Not working	10.9	6.2	11.1	0.0	3.7	6.7	
Retired	(0.0)	(3.1)	(11.1)	(0.0)	(3.7)	(6.7)	
Unemployed	(10.9)	(3.1)	(0.0)	(0.0)	(0.0)	(0.0)	
N =	55	162	18	13	80	30	
CONCURRENT ENROLLMENT:							
Yes	5.4%	10.4%	10.4%	12.8%	8.8%	6.7%	10.6 NS
No	94.6	89.6	89.6	87.2	91.2	93.3	11.1
N =	323	647	201	109	311	177	

APPENDIX K (CONT.)

	CHIPPEWA	MOHAWK	PINE ROCK	SOUTHERN	WESTERN	WYOMING	CHI^2 .05
CONCURRENT ENROLLMENT - TYPES:							
Transfer	5.9%	14.5%	0.0%	20.0%	31.0%	21.4%	
Career	23.5	31.9	14.3	20.0	34.5	28.6	18.4
Community education	70.6	53.6	85.7	60.0	34.5	50.0	18.3
N =	17	69	21	15	29	14	
OCCUPATION - WOMEN:							
Professional/admin.	11.6%	26.5%	9.9%	16.1%	31.2%	21.0%	
Nurse	(1.7)	(5.0)	(2.5)	(0.0)	(15.6)	(6.3)	
Teacher	(4.7)	(11.9)	(7.4)	(12.9)	(9.6)	(11.6)	
Manager/administrator	(0.6)	(4.6)	(0.0)	(0.0)	(0.7)	(1.0)	
Sales	0.6	2.6	0.0	0.0	0.7	1.0	
Clerical	20.3	14.6	11.6	8.1	11.9	13.7	
Secretary	(7.6)	(6.3)	(4.1)	(6.5)	(4.5)	(4.2)	
Craftsman/foreman	1.8	0.7	2.5	0.0	0.0	0.0	
Operative	15.1	2.6	10.7	0.0	33.3	4.2	
Laborer	2.9	0.0	0.8	0.0	0.7	0.0	
Farmer/farm manager	0.0	0.0	0.0	0.0	0.0	0.0	
Service	6.4	10.3	8.3	9.7	3.0	7.4	
Food	(1.2)	(3.0)	(4.1)	(0.0)	(0.7)	(4.2)	
Health	(0.0)	(2.3)	(1.7)	(0.0)	(0.0)	(1.1)	
Housewife	30.2	30.1	43.0	51.6	9.6	41.1	
Housewife/part-t job	(3.5)	(2.3)	(8.3)	(3.2)	(0.7)	(5.3)	
Student	5.8	4.3	4.1	12.9	6.7	10.5	
Not working	5.3	8.3	9.1	1.6	2.9	1.1	
Retired	(3.5)	(6.0)	(8.3)	(0.0)	(2.2)	(0.0)	
Unemployed	(1.8)	(2.3)	(0.8)	(1.6)	(0.7)	(1.1)	
N =	177	303	121	62	136	95	

APPENDIX K (CONT.)

	CHIPPEWA	MOHAWK	PINE ROCK	SOUTHERN	WESTERN	WYOMING	CHI^2 .05
YEARS SINCE ATTENDED:							
0 years	26.4%	28.0%	29.1%	33.3%	36.3%	28.7%	
1	17.2	16.1	20.7	20.7	13.2	20.4	
2-4	11.0	18.6	16.7	17.1	12.3	12.7	
5-9	14.5	10.5	8.9	0.9	10.4	12.2	
10-14	8.3	6.3	4.9	3.6	6.9	6.6	
15-19	6.2	3.7	3.4	4.5	6.0	5.5	
20-29	9.8	5.8	2.0	7.2	7.9	6.1	
30-38	4.5	3.3	4.4	4.5	3.8	2.8	
39 and more	2.1	4.7	9.9	8.2	3.2	5.0	
Mean years	8.2 years	7.4 years	8.5 years	8.7 years	7.4 years	7.8 years	
N =		667					
PREVIOUS CREDIT - TYPES:							
Transfer	10.5%	17.9%	7.1%	13.1%	11.4%	17.9%	
Career	21.8	22.5	16.1	22.6	24.0	15.8	17.2 NS
Community education	67.7	59.6	76.8	64.3	64.6	66.3	18.3
N =	124	319	99	84	192	95	
PREVIOUS CREDIT - COMMUNITY EDUCATION:							
Career/business	11.1%	9.0%	2.8%	6.0%	7.6%	11.5%	
Home economics	7.1	9.9	0.0	2.4	0.7	17.9	
Languages	4.0	5.4	1.9	7.2	0.7	1.3	
Intellectual	4.0	3.2	21.3	14.4	3.5	1.3	
Personal improvement	11.1	12.6	2.8	8.5	16.7	0.0	
Art/music	4.0	15.8	42.5	21.7	21.5	26.9	
Physical education	37.5	25.7	19.4	38.6	13.2	38.5	
Adult basic education	21.2	13.9	9.3	0.0	32.6	2.6	
Aviation	0.0	4.5	0.0	1.2	3.5	0.0	
N =	99	222	108	83	144	78	

APPENDIX K (CONT.)

	CHIPPEWA	MOHAWK	PINE ROCK	SOUTHERN	WESTERN	WYOMING	$\frac{CHI^2}{.05}$
PREVIOUS CREDIT - CAREER:							
Radiology	5.4%	3.5%	0.0%	8.7%	3.7%	0.0%	
Industrial technology	0.0	4.7	33.3	13.0	11.0	0.0	
Horticulture	10.8	9.4	5.6	4.4	9.3	0.0	
Mechanics	2.7	5.9	16.7	4.4	9.3	6.7	
Agriculture	0.0	10.6	5.5	0.0	7.4	0.0	
Law enforcement/fire	2.8	3.5	0.0	0.0	0.0	0.0	
Data processing	8.1	18.8	16.7	4.3	3.7	26.7	
Secretarial science	35.1	11.8	5.5	13.0	13.0	0.0	
Business	29.7	29.4	16.7	52.2	35.2	33.3	
Nursing	5.4	2.4	0.0	0.0	7.4	33.3	
N =	37	85	18	23	54	15	
PREVIOUS CREDIT - TRANSFER:							
Humanities	33.3%	19.1%	14.3%	27.8%	12.1%	9.1%	
Journalism	5.6	0.0	0.0	0.0	3.0	0.0	
Speech	0.0	2.2	28.6	0.0	9.1	13.6	
Art/music	0.0	21.3	0.0	22.2	3.0	18.2	
Science	5.6	10.2	0.0	5.6	12.1	13.6	
Mathematics	11.1	9.0	28.6	16.7	15.2	0.0	
Social science	33.3	31.5	14.2	22.2	39.4	13.6	
Physical education	11.1	6.7	14.3	5.5	6.1	31.9	
N =	18	89	7	18	33	22	

APPENDIX L

SEMESTER CONSISTENCY - SPRING
(1976, 1977, 1978)

	1976	1977	1978	CHI^2 .05
N =	963	1,371	1,390	
AGE:				
Under 17	5.0%	5.6%	3.4%	
17-20	14.9	15.4	15.4	
21-29	29.0	31.7	28.7	
30-39	20.5	21.5	21.0	
40-49	13.8	10.7	12.0	
50-59	10.2	8.6	9.4	25.4
60 and over	6.6	6.5	10.1	21.0
Mean age	35.3 years	32.8 years	35.4 years	
High age	77	88	90	
SEX:				
Male	29.6%	38.5%	35.6%	20.0
Female	70.4	61.5	64.4	6.0
MARITAL STATUS:				
Married	62.6%	52.1%	59.4%	
Single	31.8	42.2	31.1	
Widowed	2.3	2.8	4.6	60.3
Divorced	3.3	2.9	4.9	12.6
RACE:				
Caucasian/Indian	91.6%	86.5%	86.6%	
Black	0.6	0.9	1.0	
Oriental	1.3	1.8	2.5	
Mexican	2.4	7.1	5.1	31.7
Other	4.1	3.7	4.8	18.3
N =	955	1,370		
RESIDENCE:				
DeKalb	35.6%	37.3%	43.1%	
Genoa/Kingston	11.3	9.0	8.5	
Kirkland	1.7	2.3	0.8	
Malta	2.8	1.4	1.9	
Rochelle	11.3	12.2	12.2	
Shabbona	2.6	1.7	2.6	
Sycamore	13.3	17.1	15.8	
Waterman	2.6	0.8	1.6	
Others	18.8	18.2	13.5	60.3
Paw Paw	(0.1)	(3.6)	(1.2)	26.3
N =		1,370		

APPENDIX L (CONT.)

	1976	1977	1978	CHI² .05
EDUCATION:				
8th grade and less	5.6%	14.1%	10.8%	
3rd grade and less	(0.7)	(2.0)	(1.5)	
4th - 8th grade	(4.9)	(12.1)	(9.3)	
9th grade through h.s.	37.0	34.3	31.8	
9th grade to 12th grade	(16.8)	(18.1)	(19.4)	
High school graduate	(20.2)	(16.2)	(12.4)	
Some college	22.5	17.9	21.9	
2 - 4 years of college	11.9	9.0	10.1	
Associate degree	(2.8)	(0.9)	(2.8)	
2-4 years of college	(9.1)	(8.1)	(7.3)	
Bachelor degree	15.1	15.6	15.7	
Graduate degree	7.9	9.1	9.7	
Master degree	(6.1)	(7.8)	(7.6)	54.3
Doctorate degree	(1.8)	(1.3)	(2.1)	18.3
Average	12.96 years	12.34 years	12.65 years	
N =	939	1,233		
LAST SCHOOL ATTENDED:				
DeKalb	5.1%	6.0%	5.8%	
Rochelle	3.5	3.1	3.1	
Sycamore	2.1	4.6	2.4	
Other district schools	3.1	3.6	3.8	
Area schools	1.4	1.8	2.0	
Other in-state schools	6.7	6.1	5.5	
Out-of-state schools	3.4	4.4	3.6	
Northern Illinois Univ.	16.2	15.9	13.3	
Kishwaukee College	35.7	31.9	41.1	
Other universities	10.7	10.4	8.8	40.5
Other	12.1	12.2	10.6	31.4
N =	851	1,142	1,332	
REASONS FOR ATTENDING:				
License/diploma	11.5%	12.5%	17.6%	
To get a job	2.0	1.8	3.0	
Personal interest	8.2	12.3	10.6	
Socializing	15.6	13.2	9.8	
Better skills	48.1	46.5	48.2	
Prepare for college	2.2	1.5	1.0	
Better fitness	6.0	8.2	6.9	
Other	6.4	4.0	2.9	
Professional growth	(5.2)	(3.7)	(1.8)	66.0
Update skills	(1.2)	(0.3)	(1.1)	23.7
N =	928	967	1,250	
STUDENT STATUS:				
Full-time	6.6%	1.2%	3.1%	51.7
Part-time	93.4	98.8	96.9	6.0

APPENDIX L (CONT.)

	1976	1977	1978	CHI^2 .05
FIRST ENROLLMENT:				
Yes	56.8%	60.1%	53.0%	13.8
No	43.2	39.9	47.0	6.0
N =	950	1,340		
OCCUPATION - MEN:				
Professional		16.3%	17.6%	
Teacher		(8.3)	(9.4)	
Manager/administrator		6.4	7.8	
Sales		4.6	2.4	
Real estate		(0.5)	(0.4)	
Clerical/craftsman		14.2	8.8	
Clerical		(2.4)	(0.8)	
Craftsman		(11.8)	(8.0)	
Construction		(2.1)	(2.0)	
Mechanic		(1.3)	(1.6)	
Operative		18.5	15.9	
Transport equipment		1.6	1.2	
Laborer		4.6	6.3	
Farmer		5.9	5.9	
Service		7.2	10.2	
Food		(4.8)	(1.8)	
Protective		(0.3)	(0.4)	
Student		10.5	18.0	
Retired		1.6	2.2	30.0
Unemployed		8.6	3.7	19.7
N =		373	490	
OCCUPATION - WOMEN:				
Professional		17.5%	15.9%	
Nurse		(3.2)	(1.8)	
Teacher		(8.8)	(11.1)	
Manager/administrator		3.2	1.6	
Sales		1.2	1.6	
Clerical		13.8	14.1	
Secretary		(4.8)	(7.1)	
Craftsman/foreman		0.5	0.7	
Operative/laborer		6.3	8.2	
Operative		(5.8)	(7.1)	
Laborer		(0.5)	(1.1)	
Farmer/farm manager		0.0	0.0	
Service		9.0	11.1	
Food		(3.2)	(4.3)	
Health		(2.3)	(2.4)	
Housewife		30.3	23.2	
Housewife/part-time job		3.0	2.5	
Student		9.6	12.2	
Retired		2.7	5.8	31.1
Unemployed		2.9	3.1	21.0
N =		841	841	

APPENDIX L (CONT.)

	1976	1977	1978	CHI^2 .05
YEARS SINCE ATTENDED:				
0 years	30.9%	32.9%	40.7%	
1	19.1	18.2	9.6	
2-4	16.2	15.2	19.8	
5-9	11.2	10.8	10.9	
10-14	5.9	6.6	4.9	
15-19	5.3	4.1	2.9	
20-29	6.4	5.7	4.7	
30-38	3.7	3.1	2.4	105.1
39 or more	1.3	3.4	4.1	26.3
Mean years	6.5 years	6.5 years	6.3 years	
CONCURRENT ENROLLMENT:				
Yes	12.6%	13.9%	24.4%	73.1
No	87.4	86.1	75.6	6.0
N =	941	1,339	1,389	
CONCURRENT ENROLLMENT - TYPES:				
Transfer	20.6%	14.2%	16.8%	
Career	42.1	24.9	18.6	35.8
Community education	37.3	60.9	64.6	9.5
N =	126	197	378	
PREVIOUS CREDIT - TYPES:				
Transfer	22.8%	15.1%	16.6%	
Career	23.7	20.2	26.3	22.5
Community education	53.5	64.7	57.1	9.5
N =	501	657	775	
PREVIOUS CREDIT - COMMUNITY EDUCATION:				
Career/business	6.7%	6.8%	7.6%	
Home economics	12.7	9.6	13.3	
Languages	14.0	5.4	5.9	
Intellectual	11.1	5.6	4.0	
Personal improvement	8.3	10.4	11.5	
Art/music	18.1	18.9	16.3	
Physical education	20.9	21.5	20.5	
Adult basic education	6.3	20.0	17.6	102.4
Aviation	1.9	1.8	3.3	28.9
N =	235	499	580	

APPENDIX L (CONT.)

	1976	1977	1978	CHI^2 .05
PREVIOUS CREDIT - CAREER:				
Health	3.2%	12.0%	6.4%	
Radiology	(1.6)	(5.1)	(3.4)	
Nursing	(1.6)	(6.9)	(3.0)	
Industrial tech/public ser.	9.6	11.4	11.8	
Industrial tech.	(9.6)	(7.6)	(8.0)	
Public service	(0.0)	(3.8)	(3.8)	
Horticulture	20.0	8.9	11.8	
Mechanics/agriculture	8.0	14.6	12.2	
Mechanics	(8.0)	(5.7)	(8.0)	
Agriculture	(0.0)	(8.9)	(4.2)	
Data processing	9.6	13.3	7.2	
Secretarial science	20.8	13.9	18.6	21.3
Business	28.8	25.9	32.0	21.1
N =	125	158	237	
PREVIOUS CREDIT - TRANSFER:				
Communications	29.8%	17.8%	29.3%	
Humanities	(26.7)	(16.0)	(28.3)	
Journalism	(3.1)	(1.8)	(1.0)	
Speech	5.6	4.3	4.0	
Art/music	8.7	14.1	9.6	
Science	22.4	15.3	10.6	
Mathematics	7.5	11.7	11.6	
Social science	24.2	27.0	26.3	24.4
Physical education	1.8	9.8	8.6	21.1
N =	161	163	198	

APPENDIX M

SEMESTER CONSISTENCY - SUMMER
(1976, 1977, 1978)

	1976	1977	1978	CHI^2 .05
N =	222	344	463	
AGE:				
Under 17	23.0%	33.7%	34.8%	
17-20	23.0	19.2	13.0	
21-29	18.9	17.7	13.0	
30-39	13.5	16.3	13.8	
40-49	8.1	5.0	8.2	
50-59	7.2	2.3	0.8	70.9
60 and over	6.3	5.8	16.4	21.0
Mean age	28.9 years	25.0 years	32.0 years	
High age	76	88	90	
SEX:				
Male	36.5%	33.1%	32.4%	1.2 NS
Female	63.5	66.9	67.6	6.0
MARITAL STATUS:				
Married	39.6%	36.0%	25.0%	
Single	53.6	59.3	67.0	
Widowed	4.1	2.9	3.7	22.5
Divorced	2.7	1.8	4.3	12.6
RACE:				
Caucasian/Indian	84.5%	80.8%	69.9%	
Oriental	1.8	2.3	7.1	
Mexican	7.3	8.7	12.7	
Other	6.4	8.2	10.3	
Black	(1.4)	(1.2)	(0.9)	27.8
Other	(5.0)	(7.0)	(9.4)	12.6
N =	219		448	
RESIDENCE:				
DeKalb	43.8%	33.1%	29.8%	
Rochelle	19.2	22.4	22.7	
Sycamore	10.5	12.2	11.4	
Other	26.5	32.3	36.1	
Genoa/Kingston	(4.6)	(4.1)	(1.1)	
Kirkland	(2.3)	(1.7)	(0.7)	
Malta	(5.5)	(4.7)	(7.3)	
Paw Paw	(0.9)	(0.6)	(0.9)	
Shabbona	(3.2)	(9.0)	(5.4)	
Waterman	(2.3)	(0.3)	(2.8)	14.2
Other	(7.7)	(11.9)	(17.9)	12.6
N =	219			

APPENDIX M (CONT.)

	1976	1977	1978	CHI^2 .05
EDUCATION:				
8th grade and less	24.5%	44.9%	38.7%	
3rd grade and less	(2.7)	(5.3)	(3.5)	
4th through 8th	(21.8)	(39.6)	(35.2)	
9th through high school	30.5	35.6	36.7	
9th to 12th grade	(20.9)	(29.7)	(24.4)	
High school graduate	(9.6)	(5.9)	(12.3)	
Some college	12.3	6.6	9.3	
2 to 4 years of college	15.0	5.0	5.2	
Associate degree	(1.8)	(0.7)	(1.1)	
2 to 4 years of college	(13.2)	(4.3)	(4.1)	
Bachelor degree	10.9	4.9	6.5	
Graduate degree	6.8	3.0	3.6	
Master degree	(5.9)	(2.0)	(3.0)	48.7
Doctorate degree	(0.9)	(1.0)	(0.6)	18.3
Average	11.44 years	9.20 years	9.85 years	
N =	220	303		
LAST SCHOOL ATTENDED:				
DeKalb	6.8%	6.1%	7.9%	
Rochelle	6.7	8.8	20.0	
Other district schools	3.8	10.2	21.1	
Sycamore	(1.9)	(2.4)	(5.1)	
Other in-state schools	4.9	6.1	9.1	
Area schools	(1.5)	(1.0)	(3.3)	
Out-of-state schools	4.3	3.0	3.5	
Northern Illinois University	11.5	7.1	7.5	
Kishwaukee College	23.1	25.0	13.5	
Other universities	10.1	5.4	5.1	118.0
Other	28.8	28.3	12.3	26.3
N =	208	296	430	
REASONS FOR ATTENDING:				
Career	18.2%	27.6%	11.8%	
License/diploma	(17.2)	(26.2)	(8.0)	
To get a job	(1.0)	(1.4)	(3.8)	
Personal interest	11.5	14.7	15.5	
Socialization	10.0	8.0	7.7	
Better skills	44.0	46.9	57.7	
Other	16.3	2.8	7.3	
Prepare for college	(5.8)	(1.4)	(2.1)	
Better fitness	(0.0)	(1.1)	(3.5)	
Professional growth	(10.5)	(0.3)	(1.2)	33.1
Update skills	(0.0)	(0.0)	(0.5)	15.5
N =	209	286	426	
STUDENT STATUS:				
Full-time	4.5%	0.6%	0.0%	28.0
Part-time	95.5	99.4	100.0	6.0

APPENDIX M (CONT.)

	1976	1977	1978	CHI^2 .05
FIRST ENROLLMENT:				
Yes	67.1%	67.2%	76.8%	11.7
No	32.9	32.8	23.2	6.0
OCCUPATION - MEN:				
Professional		4.0%	8.0%	
Teacher		(1.0)	(5.3)	
Sales/skilled		12.9	3.0	
Manager/administrator		(3.0)	(0.7)	
Sales		(4.9)	(0.0)	
Real estate		(0.0)	(0.0)	
Clerical		(1.0)	(0.0)	
Craftsman/foreman		(4.0)	(2.0)	
Construction		(1.0)	(0.0)	
Mechanics		(0.0)	(0.7)	
Other		19.8	22.5	
Operatives		(12.8)	(9.3)	
Transport equipment operatives		(0.0)	(0.7)	
Laborers		(5.9)	(11.9)	
Farmers		(1.0)	(0.7)	
Service		5.9	3.3	
Food		(1.0)	(2.0)	
Student		30.7	48.0	
Non-working		26.7	15.2	
Retired		(0.0)	(2.0)	15.2
Unemployed		(26.7)	(13.2)	11.1
N =		101	151	
OCCUPATION - WOMEN:				
Professional		6.6%	5.3%	
Nurse		(0.0)	(0.0)	
Teacher		(5.1)	(5.3)	
Sales/administrator		6.6	6.1	
Manager/administrator		(1.0)	(0.7)	
Sales		(0.5)	(0.7)	
Clerical		(5.1)	(4.7)	
Secretary		(2.5)	(1.0)	
Other		9.7	2.4	
Operative		(9.7)	(1.7)	
Laborer		(0.0)	(0.7)	
Service		8.1	4.3	
Food		(2.0)	(1.3)	
Health		(2.5)	(2.0)	
Housewife		14.7	13.7	
Student		44.7	57.2	
Non-working		9.6	11.0	
Retired		(0.5)	(5.3)	19.3
Unemployed		(9.1)	(5.7)	12.6
N =		197	300	

APPENDIX M (CONT.)

	1976	1977	1978	CHI^2 .05
YEARS SINCE ATTENDED:				
0 years	56.8%	77.0%	63.5%	
1	10.8	4.9	7.1	
2-4	13.1	7.0	8.2	
5-9	6.3	4.1	6.1	
10-14	3.2	2.0	5.6	
15-19	2.7	2.3	4.5	
20 and more	7.1	2.7	5.0	
20-29	(2.7)	(1.8)	(1.3)	
30-38	(2.2)	(0.6)	(1.5)	33.3
39 and more	(2.2)	(0.3)	(2.2)	21.0
Mean years	6.4 years	1.8 years	4.0 years	
CONCURRENT ENROLLMENT:				
Yes	7.7%	6.1%	15.1%	19.3
No	92.3	93.9	84.9	6.0
N =		342		
CONCURRENT ENROLLMENT - TYPES:				
Transfer	23.5%	34.8%	4.3%	
Career	41.2	30.4	2.9	44.0
Community education	35.3	34.8	92.8	9.5
N =	17	23	70	
PREVIOUS CREDIT - TYPES:				
Transfer	20.0%	8.6%	15.6%	
Career	20.0	6.8	14.9	15.9
Community education	60.0	84.6	69.5	9.5
N =	85	117	128	
PREVIOUS CREDIT - COMMUNITY EDUCATION:				
Career/business	8.9%	5.5%	4.6%	
Home economics	3.6	1.8	8.3	
Languages	5.4	0.9	1.9	
Intellectual	21.4	1.8	5.6	
Personal improvement	7.1	1.8	8.3	
Art/music	14.3	13.8	13.9	
Physical education	14.3	20.2	38.0	
Adult basic education	25.0	53.2	18.5	
Aviation	0.0	1.0	0.9	
N =	56	109	108	

APPENDIX M (CONT.)

	1976	1977	1978	CHI^2 .05
PREVIOUS CREDIT - CAREER:				
Radiology	0.0%	0.0%	0.0%	
Industrial technology	0.0	18.2	9.5	
Horticulture	11.8	9.0	23.8	
Mechanics	5.9	0.0	14.3	
Agriculture	0.0	9.1	4.8	
Law enforcement/fire sci.	5.9	9.1	0.0	
Data processing	11.8	0.0	9.5	
Secretarial science	17.6	18.2	14.3	
Business	41.1	36.4	14.3	
Nursing	5.9	0.0	9.5	
N =	17	11	21	
PREVIOUS CREDIT - TRANSFER:				
Humanities	16.0%	11.8%	32.0%	
Journalism	0.0	0.0	8.0	
Speech	8.0	0.0	8.0	
Art/music	16.0	11.8	8.0	
Science	20.0	11.8	12.0	
Mathematics	8.0	17.6	8.0	
Social science	20.0	29.4	24.0	
Physical education	12.0	17.6	0.0	
N =	25	17	25	

APPENDIX N

SEMESTER CONSISTENCY - FALL
(1975, 1976, 1977)

	1975	1976	1977	CHI^2 .05
N =	955	1213	1408	
AGE:				
Under 17	5.8%	5.1%	4.7%	
17-20	12.1	16.6	15.0	
21-29	28.4	28.3	25.2	
30-39	24.3	20.7	22.1	
40-49	12.8	10.9	13.9	
50-59	9.3	10.3	7.7	32.8
60 and over	7.3	8.1	11.4	21.0
Mean age	34.1 years	33.9 years	35.5 years	
High age	78	84	90	
SEX:				
Male	28.8%	36.0%	30.9%	14.3
Female	71.2	64.0	69.1	6.0
MARITAL STATUS:				
Married	67.9%	53.4%	62.1%	
Single	27.2	38.8	28.6	
Widowed	2.4	3.2	4.7	64.9
Divorced	2.5	4.6	4.6	12.6
RACE:				
Caucasian/Indian	93.4%	88.1%	89.9%	
Black	0.4	1.4	0.9	
Oriental	0.8	1.4	2.6	
Mexican	1.9	5.4	4.1	34.7
Other	3.5	3.7	2.5	15.5
N =			1381	
RESIDENCE:				
DeKalb	35.6%	35.7%	38.8%	
Genoa/Kingston	7.8	8.7	7.1	
Kirkland	2.2	1.6	1.8	
Malta	4.0	2.5	2.9	
Paw Paw	4.1	3.1	2.0	
Rochelle	12.8	15.9	13.8	
Shabbona	4.2	1.8	1.4	
Sycamore	10.8	15.3	16.8	
Waterman	2.1	1.5	1.1	43.1
Other	16.4	13.9	14.3	28.9

APPENDIX N (CONT.)

	1975	1976	1977	CHI^2 .05
EDUCATION:				
8th grade and less		11.7%	10.6%	
3rd grade and less		(1.7)	(1.8)	
4th - 8th grade		(10.0)	(8.8)	
9th grade through high school		38.3	32.6	
9th to 12th grade		(21.9)	(18.9)	
High school graduate		(16.4)	(13.7)	
Some college		19.2	20.8	
2 to 4 years of college		10.1	11.6	
Associate degree		(3.3)	(3.4)	
2 to 4 years college		(6.8)	(8.2)	
Bachelor degree		12.2	13.8	
Graduate degree		8.5	10.6	
Master degree		(6.3)	(8.5)	9.1 / 11.1 NS
Doctorate degree		(2.2)	(2.1)	
Average		12.31 years	12.66 years	
N =		1058		
LAST SCHOOL ATTENDED:				
DeKalb	8.0%	6.5%	6.2%	
Rochelle	3.0	4.8	4.0	
Sycamore	2.9	3.4	1.9	
Other district schools	4.1	3.4	4.3	
Area schools	3.0	3.0	2.0	
Other in-state schools	8.8	5.7	6.3	
Out-of-state schools	3.1	4.4	3.4	
Northern Illinois Univ.	15.9	14.2	14.4	
Kishwaukee College	25.5	32.2	34.7	
Other universities	13.6	10.3	12.7	45.1 / 31.4
Other	12.1	12.1	10.1	
N =	867	985	1319	
REASONS FOR ATTENDING:				
License/job	9.6%	16.0%	20.5%	
License/diploma	(7.9)	(15.5)	(20.4)	
To get a job	(1.7)	(0.5)	(0.1)	
Personal interest	12.9	12.3	16.5	
Socialization	13.5	8.6	9.0	
Better skills	38.5	47.8	40.2	
To prepare for college	2.8	2.2	2.0	
Better fitness	14.7	7.6	4.9	
Professional growth	6.2	3.0	5.7	148.4 / 23.7
Update skills	1.8	2.5	1.2	
N =	898	942	1272	
STUDENT STATUS:				
Full-time	2.0%	2.3%	2.0%	0.4 / 6.0 NS
Part-time	98.0	97.7	98.0	

APPENDIX N (CONT.)

	1975	1976	1977	CHI^2 .05
FIRST ENROLLMENT:				
Yes	66.8%	52.2%	58.0%	18.9
No	33.2	37.8	42.0	6.0
N =	941	1128	1399	
OCCUPATION - MEN	No comparisons made because information gathered for only one semester.			
OCCUPATION - WOMEN				
YEARS SINCE ATTENDED:				
0 years	33.7%	43.8%	27.8%	
1	11.3	13.3	19.4	
2-4	15.1	12.0	18.9	
5-9	12.1	8.6	9.1	
10-14	6.9	5.7	5.9	
15-19	6.3	3.8	3.3	
20-29	7.9	4.8	7.0	
30 and more	6.7	8.0	8.6	
30-38	(6.5)	(3.8)	(4.2)	129.6
39 and more	(0.2)	(4.2)	(4.4)	23.7
Mean years	7.5 years	6.5 years	7.7 years	
CONCURRENT ENROLLMENT:				
Yes	15.2%	11.3%	15.1%	9.6
No	84.8	88.7	84.9	6.0
N =	907	1126	1406	
CONCURRENT ENROLLMENT - TYPES:				
Transfer	25.1%	20.6%	18.7%	
Career	35.0	33.3	28.0	7.4 NS
Community education	39.9	46.1	53.3	9.5
N =	163	141	246	
PREVIOUS CREDIT - TYPES:				
Transfer	27.3%	18.6%	19.2%	
Career	32.9	25.2	23.6	34.2
Community education	39.8	56.2	57.2	9.5
N =	377	528	715	

APPENDIX N (CONT.)

	1975	1976	1977	CHI^2 .05
PREVIOUS CREDIT - COMMUNITY EDUCATION:				
Career/business	10.2%	7.3%	8.5%	
Home economics	15.8	6.4	7.7	
Languages	4.5	7.2	8.9	
Intellectual	6.8	7.8	4.7	
Personal improvement	10.7	8.6	14.0	
Aviation	(0.5)	(1.1)	(2.0)	
Art/music	14.1	23.7	22.7	
Physical education	27.7	19.2	20.7	40.8
Adult basic education	10.2	19.8	12.8	26.3
N =	177	359	507	
PREVIOUS CREDIT - CAREER:				
Health	6.6%	4.6%	9.2%	
Radiology	(1.3)	(0.0)	(3.6)	
Nursing	(5.3)	(4.6)	(5.6)	
Ind. tech./public ser.	17.1	12.5	6.6	
Industrial technology	(15.8)	(9.2)	(4.6)	
Public service	(1.3)	(3.3)	(2.0)	
Horticulture	7.9	7.8	12.8	
Mechanics	4.6	7.8	6.1	
Agriculture	3.3	3.3	5.1	
Data processing	9.9	11.1	7.7	
Secretarial science	19.1	17.0	22.4	18.4 NS
Business	31.5	35.9	30.1	23.7
N =	152	153	196	
PREVIOUS CREDIT - TRANSFER:				
Communications	26.4%	22.8%	22.8%	
Humanities	(22.9)	(20.7)	(21.4)	
Journalism	(3.5)	(2.1)	(1.4)	
Speech	6.3	4.8	3.2	
Art/music	8.3	11.0	16.8	
Science	19.4	12.4	9.5	
Mathematics	10.4	12.4	10.9	
Social science	25.0	29.0	28.2	17.4 NS
Physical education	4.2	7.6	8.6	21.0
N =	144	145	220	

APPENDIX O

SEMESTER CONSISTENCY (SUMMER vs. FALL vs. SPRING)
SUMMER 1977, FALL 1977, SPRING 1978

	SUMMER	FALL	SPRING	CHI^2 3-WAY	CHI^2 FALL/SPR.
N =	344	1408	1390		
AGE:					
Under 17	33.7%	4.7%	3.4%		
17-20	19.2	15.0	15.4		
21-29	17.7	25.2	28.7		
30-39	16.3	22.1	21.0		
40-49	5.0	13.9	12.0		
50-59	2.3	7.7	9.4	416.3	9.7 NS
60 and over	5.8	11.4	10.1	21.0	12.6
Mean age	25.0 years	35.5 years	35.4 years		
High age	88	90	90		
SEX:					
Male	33.1%	30.9%	35.6%	7.0	7.0
Female	66.9	69.1	64.4	6.0	3.8
MARITAL STATUS:					
Married	36.0%	62.1%	59.3%		
Single	59.3	28.6	31.1		
Widowed	2.9	4.7	4.6	123.4	2.4 NS
Divorced	1.8	4.6	5.0	12.6	7.8
RACE:					
Caucasian/Indian	80.8%	89.9%	86.6%		
Oriental	2.3	2.6	2.5		
Mexican	8.7	4.1	5.1		
Other	8.2	3.4	5.8	29.2	11.2
Black	(1.2)	(0.9)	(1.0)	12.6	7.8
N =		1381	1335		
RESIDENCE:					
DeKalb	33.1%	38.8%	43.1%		
Genca/Kingston	4.1	7.1	8.5		
Kirkland	1.7	1.8	0.8		
Malta	4.7	2.9	1.9		
Rochelle	22.4	13.8	12.2		
Shabbona	9.0	1.4	2.6		
Sycamore	12.2	16.8	15.8		
Other	12.8	17.4	15.1		
Paw Paw	(0.6)	(2.0)	(1.2)	58.6	17.3
Waterman	(0.3)	(1.1)	(1.6)	23.7	14.1

APPENDIX O (CONT.)

	SUMMER	FALL	SPRING	CHI² 3-WAY	CHI² FALL/SPR.
EDUCATION:					
8th grade and less	44.9%	10.5%	10.8%		
3rd grade and less	(5.3)	(1.8)	(1.5)		
4th through 8th grade	(39.6)	(8.7)	(9.3)		
9th grade through high sch.	35.7	32.6	31.7		
9th grade to 12th grade	(29.7)	(18.9)	(19.3)		
High school graduate	(6.0)	(13.7)	(12.4)		
Some college	6.6	20.8	21.9		
2 to 4 years of college	4.9	11.6	10.1		
Associate degree	(0.6)	(3.4)	(2.8)		
2 to years college	(4.3)	(8.2)	(7.3)		
Bachelor degree	4.9	13.8	15.7		
Graduate degree	3.0	10.7	9.8		
Master degree	(2.0)	(8.5)	(7.6)	287.0	2.6
Doctorate degree	(1.0)	(2.2)	(2.2)	18.3	11.1 NS
Average	9.20 years	12.66 years	12.65 years		
N =	303				
LAST SCHOOL ATTENDED:					
DeKalb	6.1%	6.2%	5.8%		
Rochelle	8.8	4.0	3.1		
Sycamore	2.4	1.9	2.4		
Other district schools	7.8	4.3	3.8		
Other in-state schools	6.1	8.3	7.5		
Area schools	(1.0)	(2.0)	(2.0)		
Other in-state schools	(5.1)	(6.3)	(5.5)		
Out-of-state schools	3.0	3.4	3.6		
Northern Illinois University	7.1	14.4	13.3		
Kishwaukee College	25.0	34.7	41.1		
Other universities	5.4	12.7	8.9	146.8	20.0
Other	28.3	10.1	10.5	28.9	16.9
N =	296	1319	1332		
REASONS FOR ATTENDING:					
License/diploma	26.2%	20.4%	17.6%		
Personal interest	14.7	16.5	10.6		
Socializing	8.1	9.0	9.8		
Better skills	46.9	40.2	48.1		
Other	4.1	13.9	13.9		
To get a job	(1.4)	(0.1)	(3.0)		
Prepare for college	(1.4)	(2.0)	(1.0)		
Better fitness	(1.0)	(4.9)	(6.9)		
Professional growth	(0.3)	(5.7)	(1.8)	36.2	28.4
Update skills	(0.0)	(1.2)	(1.2)	15.5	9.5
N =	286	1272	1250		
STUDENT STATUS:					
Full-time	0.6%	2.0%	3.1%	8.9	3.4
Part-time	99.4	98.0	96.9	6.0	3.8 NS

APPENDIX O (CONT.)

	SUMMER	FALL	SPRING	CHI^2 3-WAY	CHI^2 FALL/SPR.
OCCUPATION - MEN:					
Professional/administrator	7.0%	32.8%	25.4%		
Professional	(4.0)	(18.4)	(17.6)		
Teacher	(1.0)	(8.8)	(9.4)		
Manager/administrator	(3.0)	(14.4)	(7.8)		
Sales	4.9	3.8	2.4		
Real estate	(0.0)	(1.0)	(0.4)		
Skilled	5.0	9.1	8.8		
Clerical	(1.0)	(0.3)	(0.8)		
Craftsman/foreman	(4.0)	(8.8)	(8.0)		
Construction	(1.0)	(2.8)	(2.0)		
Mechanics	(0.0)	(0.8)	(1.6)		
Operative/transport equip.	12.9	9.6	17.1		
Operative	(12.9)	(8.1)	(15.9)		
Transport equipment	(0.0)	(1.5)	(1.2)		
Laborer/farmer	6.9	12.1	12.2		
Laborer	(5.9)	(6.8)	(6.3)		
Farmer	(1.0)	(5.3)	(5.9)		
Service	5.9	10.1	10.2		
Food	(1.0)	(2.8)	(1.8)		
Protective	(0.0)	(2.3)	(0.4)		
Student	30.7	14.4	18.0		
Not working	26.7	8.1	5.9		
Retired	(0.0)	(3.8)	(2.2)	88.8	17.9
Unemployed	(26.7)	(4.3)	(3.7)	23.7	14.1
N =	101	396	490		
OCCUPATION - WOMEN:					
Professional/administrator	7.6%	22.7%	17.5%		
Professional	(6.6)	(19.1)	(15.9)		
Nurse	(0.0)	(5.0)	(1.8)		
Teacher	(5.1)	(11.6)	(10.9)		
Manager/administrator	(1.0)	(3.6)	(1.6)		
Sales/clerical	5.6	15.4	15.6		
Sales	(0.5)	(1.4)	(1.5)		
Clerical	(5.1)	(14.0)	(14.1)		
Secretary	(2.5)	(5.9)	(7.1)		
Other	9.7	7.8	8.9		
Craftsman/foreman	(0.0)	(0.6)	(0.7)		
Operative	(9.7)	(6.6)	(7.1)		
Laborer	(0.0)	(0.5)	(1.1)		
Farmer/farm manager	(0.0)	(0.1)	(0.0)		
Service	8.1	10.5	11.1		
Food	(2.0)	(3.5)	(4.2)		
Health	(2.5)	(1.3)	(2.4)		
Housewife	14.7	27.2	25.7		
Housewife/part-time job	(1.0)	(2.2)	(2.5)		
Student	44.7	7.4	12.3		
Not working	9.6	9.0	8.9		
Retired	(0.5)	(4.5)	(5.8)	209.3	17.7
Unemployed	(9.1)	(4.5)	(3.1)	21.0	12.6
N =	197	949	850		

APPENDIX O (CONT.)

	SUMMER	FALL	SPRING	CHI^2 3-WAY	CHI^2 FALL/SPR.
FIRST ENROLLMENT:					
Yes	67.2%	58.0%	53.0%	23.9	6.9
No	32.8	42.0	47.0	6.0	3.8
N =		1399			
YEARS SINCE ATTENDED:					
0 years	77.0%	27.8%	40.7%		
1	5.0	19.4	9.6		
2-4	7.0	18.9	19.8		
5-9	4.1	9.1	10.9		
10-14	2.0	5.9	4.9		
15-19	2.3	3.3	2.9		
20 and more	2.6	15.6	11.2		
20-29	(1.7)	(7.0)	(4.7)		
30-38	(0.6)	(4.2)	(2.4)	327.6	94.2
39 and more	(0.3)	(4.4)	(4.1)	21.0	12.6
Mean years	1.8 years	7.7 years	6.3 years		
CONCURRENT ENROLLMENT:					
Yes	6.1%	15.1%	24.4%	77.9	37.8
No	93.9	84.9	75.6	6.0	3.8
N =	342	1406	1389		
CONCURRENT ENROLLMENT - TYPES:					
Transfer	34.8%	18.7%	16.8%		
Career	30.4	28.0	18.6	16.4	9.7
Community education	34.8	53.3	64.6	9.5	6.0
N =	23	246	393		
PREVIOUS CREDIT - TYPES:					
Transfer	8.6%	19.2%	16.6%		
Career	6.8	23.6	26.3	36.9	2.4 NS
Community education	84.6	57.2	57.1	9.5	6.0
N =	117	715	788		
PREVIOUS CREDIT - COMMUNITY EDUCATION:					
Career/business		8.5%	7.5%		
Home economics		7.7	13.3		
Languages		8.9	5.9		
Intellectual		4.7	4.0		
Personal improvement		12.0	11.6		
Art/music	Too few	22.7	16.4		
Physical education		20.7	20.5		
Adult basic education		12.8	17.6		23.2
Aviation		2.0	3.2		15.5
N =		507	580		

APPENDIX O (CONT.)

	SUMMER	FALL	SPRING	CHI² 3-WAY	CHI² FALL/SPR.
PREVIOUS CREDIT - CAREER:					
Radiology		3.6%	3.4%		
Industrial technology		4.6	8.0		
Horticulture		12.8	11.8		
Mechanics		6.1	8.0		
Agriculture		5.1	4.2		
Law enforcement/fire sci.		2.0	3.8		
Data processing	Too few	7.7	7.2		
Secretarial science		22.4	18.6		
Business		30.1	32.1		6.5 / 16.9 NS
Nursing		5.6	2.9		
N =		196	237		
PREVIOUS CREDIT - TRANSFER:					
Communications		22.8%	29.3%		
Humanities		(21.4)	(28.3)		
Journalism		(1.4)	(1.0)		
Speech		3.2	4.0		
Art/music		16.8	9.6		
Science		9.5	10.6		
Mathematics	Too few	10.9	11.6		
Social science		28.2	26.3		6.3 / 12.6 NS
Physical education		8.6	8.6		
N =		220	198		

APPENDIX P

CONSISTENCY WITHIN CLASS GROUPS
(FALL 1976, SPRING 1977, FALL 1977, SPRING 1978)

	CAREER	HOM.EC	LANG.	INTELL.	PER.IM.	ART/CR	PHY.ED	LEISURE	ABE	FAMILY	CHI^2 .05
N =	509	362	289	133	667	783	923	70	1308	61	
AGE:											
Under 17	7.3%	2.2%	1.7%	0.8%	6.4%	6.0%	16.2%	10.0%	6.4%	31.1%	
17-20	16.9	10.2	12.1	6.8	13.8	7.8	4.6	11.4	28.0	1.6	
21-29	22.0	27.6	26.0	10.5	31.7	31.0	24.1	38.6	27.5	11.5	
30-39	19.2	23.2	26.0	22.6	21.0	21.7	19.0	14.3	19.3	29.5	
40-49	16.3	18.2	9.6	15.0	11.1	10.2	13.2	10.0	9.3	11.5	
50-59	12.8	10.0	13.5	15.0	7.8	12.2	8.8	8.6	5.4	3.3	
60 and over	5.5	8.6	11.1	29.3	8.2	11.1	14.1	7.1	4.1	11.5	
Mean age	33.6 yr.	35.9 yr.	37.0 yr.	48.5 yr.	33.4 yr.	36.2 yr.	35.8 yr.	31.8 yr.	29.8 yr.	30.9 yr.	
High age	78	71	74	89	78	90	84	61	88	55	
SEX:											
Male	33.3%	6.1%	31.2%	18.4%	55.1%	20.2%	26.8%	40.0%	43.3%	32.8%	417.2
Female	66.7	93.9	68.8	81.6	44.9	79.8	73.2	60.0	56.7	67.2	16.9
N =	513		292	136	670		912				
MARITAL STATUS:											
Married	58.7%	70.7%	52.4%	61.0%	55.4%	62.6%	52.5%	48.6%	50.8%	45.9%	
Single	34.5	22.9	39.4	16.9	39.0	30.7	37.7	47.1	40.7	52.5	
Other	6.8	6.4	8.2	22.1	5.6	6.7	9.8	4.3	8.5	1.6	
Widowed	(3.7)	(3.1)	(3.1)	(14.7)	(2.2)	(3.3)	(5.9)	(2.9)	(3.6)	(0.0)	136.2
Divorced	(3.1)	(3.3)	(5.1)	(7.4)	(3.4)	(3.4)	(3.9)	(1.4)	(4.9)	(1.6)	28.9
N =	513	363	292	136	670		917		1320		

APPENDIX P (CONT.)

	CAREER	HOM.EC.	LANG.	INTELL.	PER.IM.	ART/CR	PHY.ED	LEISURE	ABE	FAMILY	CHI^2 .05
RACE:											
Caucasian/Indian	95.4%	96.3%	96.5%	97.8%	97.0%	97.9%	97.4%	97.1%	67.9%	98.4%	
Other	4.6	3.7	3.5	2.2	3.0	2.1	2.6	2.9	32.1	1.6	
Black	(0.2)	(0.3)	(0.7)	(0.0)	(0.6)	(0.3)	(0.3)	(1.4)	(2.1)	(0.0)	
Oriental	(1.0)	(0.6)	(2.1)	(0.7)	(0.9)	(0.6)	(1.0)	(0.0)	(4.9)	(0.0)	
Mexican	(0.2)	(0.8)	(0.0)	(0.0)	(0.3)	(0.4)	(0.3)	(0.0)	(15.8)	(0.0)	858.0
Other	(3.2)	(2.0)	(0.7)	(1.5)	(1.2)	(0.8)	(1.0)	(1.5)	(9.3)	(1.6)	16.9
N =	503	355	284	136	666	778	902	69	1213		
RESIDENCE:											
DeKalb	37.2%	47.1%	63.0%	36.8%	46.0%	37.4%	33.2%	42.0%	32.5%	21.3%	
Genoa/Kingston	7.6	8.6	2.8	1.5	6.8	5.9	10.3	1.4	10.8	19.7	
Rochelle	12.5	10.6	3.1	8.1	13.0	11.8	7.3	20.3	24.6	4.9	
Sycamore	16.6	17.3	15.8	11.8	14.7	14.9	16.8	11.6	15.4	36.1	
Others	26.1	16.4	15.3	41.8	19.5	30.0	32.4	24.7	16.7	18.0	
Kirkland	(1.6)	(2.2)	(0.3)	(1.4)	(1.4)	(1.7)	(1.6)	(2.9)	(1.5)	(3.3)	
Malta	(3.7)	(3.3)	(0.3)	(0.7)	(1.5)	(2.9)	(3.1)	(5.8)	(2.2)	(0.0)	
Paw Paw	(1.4)	(1.7)	(0.0)	(0.0)	(1.7)	(5.5)	(3.8)	(0.0)	(0.9)	(1.6)	
Shabbona	(3.3)	(0.6)	(2.1)	(16.2)	(0.3)	(2.2)	(5.0)	(4.4)	(1.1)	(6.6)	
Waterman	(1.9)	(1.4)	(1.0)	(0.0)	(1.5)	(1.4)	(1.6)	(1.4)	(0.6)	(1.6)	
Others	(14.2)	(7.2)	(11.6)	(23.5)	(13.1)	(16.3)	(17.3)	(10.2)	(10.4)	(4.9)	
N =	513	359	292	136	663		913	69	1200		
EDUCATION:											
8th grade/less	1.8%	0.6%	0.7%	1.5%	2.9%	4.1%	13.9%	2.9%	37.3%	49.1%	
3rd and less	(0.0)	(0.0)	(0.0)	(0.0)	(0.2)	(0.4)	(1.0)	(0.0)	(5.4)	(33.3)	
9th thru high sc	42.1	25.0	7.7	18.0	24.6	21.3	28.3	30.0	56.3	8.8	
9th to 12th	(17.0)	(7.3)	(2.1)	(7.5)	(9.7)	(5.9)	(9.5)	(11.4)	(49.3)	(1.8)	
Some college	21.1	30.1	20.8	33.1	23.5	28.5	21.3	27.1	2.9	14.0	
2-4 yrs. college	16.0	14.7	18.0	18.0	14.4	13.1	8.7	12.9	1.0	3.5	
AS degree	(5.9)	(5.1)	(3.9)	(3.0)	(2.6)	(3.1)	(1.7)	(0.0)	(0.4)	(0.0)	
Bachelor degree	13.6	21.1	26.1	16.6	18.2	19.2	16.6	20.0	2.3	12.3	
Graduate degree	5.4	8.5	26.7	12.8	16.4	13.8	11.2	7.1	0.2	12.3	
Master degree	(4.2)	(7.9)	(20.4)	(12.0)	(12.4)	(11.7)	(8.2)	(7.1)	(0.1)	(8.8)	
N =	506	355	284	133	652	751	874	70	1189	57	

APPENDIX P (CONT.)

	CAREER	HOM.EC.	LANG.	INTELL.	PER.IM.	ART/CR	PHY.ED	LEISURE	ABE	FAMILY	CHI^2 .05
LAST SCHOOL ATTENDED:											
DeKalb	12.3%	4.7%	2.9%	0.0%	7.2%	2.7%	3.4%	1.5%	9.9%	8.0%	
Rochelle	4.4	0.6	1.1	1.7	3.7	2.0	3.3	7.7	9.2	0.0	
Sycamore	2.8	1.8	1.4	0.0	3.4	1.1	3.1	3.1	5.3	4.0	
Other dist.school	3.6	1.5	0.7	1.7	2.1	3.0	5.8	3.1	3.1	24.0	
Other in-state	8.1	7.0	0.3	2.6	4.8	6.2	8.6	4.6	15.6	0.0	
Area schools	(1.8)	(0.9)	(0.0)	(0.9)	(1.6)	(1.7)	(3.1)	(1.5)	(3.9)	(0.0)	
Other	(6.3)	(6.1)	(0.3)	(1.7)	(3.2)	(4.5)	(5.5)	(3.1)	(11.7)	(0.0)	
Out-of-state sch.	3.6	1.5	1.8	2.6	1.6	1.2	1.4	4.6	10.4	2.0	
Northern Ill. Un.	14.9	15.0	35.0	17.2	20.4	18.8	15.1	27.7	0.5	8.0	
Kishwaukee Coll.	26.8	48.2	35.7	56.9	35.2	41.9	32.6	32.3	27.6	24.0	
Other univer.	8.9	10.3	17.5	10.4	15.8	14.5	12.9	7.7	1.1	12.0	
Other	14.6	9.4	3.6	6.9	5.8	8.6	13.8	7.7	17.3	18.0	
N =	504	340	280	116	625	711	806	65	966	50	
REASONS FOR ATTENDING:											
Personal inter.	9.9%	22.3%	16.8%	30.3%	14.2%	29.4%	7.1%	32.8%	1.3%	19.0%	
Socializing	0.4	14.1	3.3	4.2	6.5	20.0	23.0	17.9	0.2	38.1	
Better skills	27.9	54.5	58.4	51.3	64.5	48.2	39.5	46.3	36.4	42.9	
Other	61.8	9.1	21.5	14.2	14.8	2.4	30.4	3.0	62.1	0.0	
License/dip.	(32.3)	(1.8)	(1.5)	(0.0)	(9.7)	(0.3)	(0.3)	(0.0	(55.3)	(0.0)	
To get a job	(4.7)	(2.1)	(0.0)	(0.0)	(0.2)	(0.0)	(0.0)	(0.0)	(3.4)	(0.0)	
Prepare/coll.	(8.6)	(0.9)	(1.5)	(0.0)	(1.0)	(0.7)	(0.1)	(0.0)	(2.9)	(0.0)	
Better fitness	(0.2)	(0.0)	(0.0)	(0.0)	(0.3)	(0.0)	(29.9)	(0.0)	(0.0)	(0.0)	
Prof. growth	(10.3)	(3.7)	(14.2)	(14.2)	(2.3)	(1.3)	(0.1)	(3.0)	(0.0)	(0.0)	1552.1
Update skills	(5.7)	(0.6)	(4.3)	(0.0)	(1.3)	(0.1)	(0.0)	(0.0)	(0.5)	(0.0)	36.4
N =	474	327	274	119	611	699	772	67	876	42	
STUDENT STATUS:											
Full-time	1.9%	1.9%	3.4%	0.7%	3.6%	2.0%	0.2%	4.3%	3.1%	0.0%	32.5
Part-time	98.1	98.1	96.6	99.3	96.4	98.0	99.8	95.7	96.9	100.0	16.9
N =	513	362	290	136	670	783	916	70	1217	61	

APPENDIX P (CONT.)

	CAREER	HOM.EC.	LANG.	INTELL.	PER.IM.	ART/CR	PHY.ED	LEISURE	ABE	FAMILY	CHI^2 .05
FIRST ENROLLMENT:											
Yes	65.7%	45.7%	50.3%	36.6%	57.0%	46.1%	57.8%	55.7%	72.0%	69.5%	216.4
No	34.3	54.3	49.7	63.4	43.0	53.9	42.2	44.3	28.0	30.5	16.9
N =	510	359	290	134	665	764	910	70	1248	59	
OCCUPATION - MEN:											
Professional	16.9%	33.3%	44.7%	33.3%	30.2%	26.2%	35.9%	25.0%	0.4%	0.0%	
Teacher	(11.6)	(33.3)	(27.7)	(6.7)	(14.3)	(4.8)	(19.8)	(0.0)	(0.0)	(0.0)	
Manager/admin.	24.1	0.0	17.0	13.3	11.8	9.5	9.4	0.0	1.2	0.0	
Sales	2.7	0.0	4.3	0.0	5.9	7.1	4.7	0.0	1.2	0.0	
Real estate	(1.8)	(0.0)	(2.1)	(0.0)	(0.0)	(0.0)	(0.9)	(0.0)	(0.4)	(0.0)	
Clerical	0.9	0.0	0.0	0.0	1.7	0.0	0.0	0.0	0.8	0.0	
Craftsman/fore.	10.7	0.0	0.0	13.4	10.9	11.9	8.5	25.0	9.9	0.0	
Construction	(2.7)	(0.0)	(0.0)	(0.0)	(3.4)	(0.0)	(2.8)	(25.0)	(0.8)	(0.0)	
Mechanic	(0.0)	(0.0)	(0.0)	(0.0)	(1.7)	(4.8)	(1.9)	(0.0)	(1.2)	(0.0)	
Operative	3.6	0.0	4.3	0.0	2.5	0.0	4.7	0.0	24.3	0.0	
Transport equip.	0.0	0.0	2.1	0.0	3.4	0.0	0.0	0.0	0.8	0.0	
Laborer	1.8	0.0	0.0	0.0	0.0	0.0	0.9	0.0	16.9	0.0	
Farmer	5.4	0.0	10.6	0.0	8.4	2.4	15.1	0.0	2.1	0.0	
Service	14.3	33.3	6.4	20.0	5.0	11.9	8.5	0.0	9.9	0.0	
Food	(7.1)	(33.3)	(0.0)	(0.0)	(0.8)	(0.0)	(0.9)	(0.0)	(3.7)	(0.0)	
Protective	(1.8)	(0.0)	(0.0)	(6.7)	(0.0)	(0.0)	(0.0)	(0.0)	(0.4)	(0.0)	
Student	16.9	33.4	8.5	20.0	18.5	16.7	3.8	50.0	18.5	100.0	
Not working	2.7	0.0	2.1	0.0	1.7	14.3	8.5	0.0	14.0	0.0	
Retired	(0.9)	(0.0)	(2.1)	(0.0)	(1.7)	(14.3)	(8.5)	(0.0)	(0.0)	(0.0)	
Unemployed	(1.8)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(14.0)	(0.0)	
N =	112	3	47	15	119	42	106	4	243	10	
CONCURRENT ENROLLMENT:											
Yes	10.9%	27.5%	26.8%	20.0%	16.6%	21.8%	10.9%	17.1%	6.5%	4.9%	202.4
No	89.1	72.5	73.2	80.0	83.4	78.2	89.1	82.9	93.5	95.1	16.9
N =	504	360	291	135	650	775	901	70	1308	61	

APPENDIX P (CONT.)

	CAREER	HOM.EC	LANG.	INTELL.	PER.IM	ART/CR	PHY.ED	LEISURE	ABE	FAMILY	CHI^2 .05
OCCUPATION - WOMEN:											
Professional	17.8%	19.4%	29.7%	25.0%	36.0%	18.3%	21.8%	15.4%	0.3%	5.9%	
Nurse	(7.7)	(4.1)	(5.0)	(9.6)	(7.0)	(2.0)	(3.4)	(0.0)	(0.0)	(0.0)	
Teacher	(7.1)	(12.7)	(21.5)	(7.7)	(21.1)	(14.6)	(14.8)	(15.4)	(0.0)	(5.9)	
Manager/admin.	13.1	1.4	3.3	1.9	2.6	1.2	1.7	0.0	0.0	0.0	
Sales	3.6	1.8	0.0	0.0	1.7	0.4	1.7	0.0	1.2	0.0	
Clerical	10.7	22.6	17.4	3.9	15.8	14.7	15.1	46.2	5.3	5.9	
Secretary	(3.6)	(12.7)	(8.3)	(1.9)	(7.9)	(6.1)	(9.1)	(15.4)	(1.2)	(0.0)	
Craftsman/fore.	0.6	0.5	0.8	0.0	0.0	0.0	0.0	0.0	1.9	0.0	
Operative	3.6	2.7	2.5	3.8	1.8	1.6	2.3	0.0	15.5	0.0	
Laborer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.6	0.0	
Farmer/farm mgr.	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Service	20.8	7.7	13.2	1.9	6.1	8.5	6.0	0.0	19.8	5.9	
Food	(17.3)	(3.6)	(2.5)	(1.9)	(1.8)	(2.0)	(0.7)	(0.0)	(6.2)	(0.0)	
Health	(1.2)	(0.9)	(2.5)	(0.0)	(0.9)	(2.0)	(0.7)	(0.0)	(4.3)	(5.9)	
Housewife	14.3	38.0	24.0	28.9	25.5	37.4	28.2	15.4	24.4	47.0	
Housewife/p-t	(4.8)	(2.7)	(1.7)	(5.8)	(0.9)	(4.1)	(2.7)	(0.0)	(0.9)	(0.0)	
Student	13.7	5.4	5.0	1.9	7.9	10.6	14.1	23.0	6.8	35.3	
Not working	1.2	0.5	4.1	32.7	2.6	7.3	9.1	0.0	20.2	0.0	
Retired	(0.0)	(0.5)	(4.1)	(30.8)	(2.6)	(5.7)	(8.4)	(0.0)	(7.8)	(0.0)	
Unemployed	(1.2)	(0.0)	(0.0)	(1.9)	(0.0)	(1.6)	(0.7)	(0.0)	(12.4)	(0.0)	
N =	168	221	121	52	114	246	298	13	323	17	
YEARS SINCE ATTENDED:											
0 years	34.1%	33.6%	38.2%	26.5%	42.1%	38.8%	40.2%	45.7%	37.9%	65.6%	
1	11.9	16.9	18.6	29.5	13.0	19.1	13.9	14.3	10.4	6.6	
2-4	18.7	20.0	19.6	17.4	19.3	17.3	13.7	15.7	13.0	6.5	
5-9	9.0	11.7	8.2	3.8	8.4	8.7	8.1	5.7	12.8	6.5	
10-14	3.9	3.6	4.8	3.8	4.9	3.9	5.2	7.1	8.0	8.2	
15-19	4.5	3.3	1.4	3.0	2.4	1.5	3.5	2.9	5.1	3.3	
20-29	7.4	5.6	3.4	1.5	4.9	3.9	5.2	4.3	6.9	3.3	
30-38	6.4	3.1	4.1	4.6	1.3	3.1	3.4	1.4	3.4	0.0	
39 and more	4.1	2.2	1.7	9.9	3.7	3.7	6.8	2.9	2.5	0.0	
Mean years	8.1 yrs.	6.1 yrs.	5.1 yrs.	9.0 yrs.	5.5 yrs.	5.6 yrs.	7.6 yrs.	4.9 yrs.	7.0 yrs.	2.6 yrs.	
N =	513	360	291	132	670	774	919	70	1308	61	

APPENDIX P (CONT.)

	CAREER	HOME EC.	LANG.	INTELL.	PER.IM	ART/CR	PHY.ED	LEISURE	ABE	FAMILY	CHI^2
CONCURRENT ENROLLMENT - TYPES:											
Transfer	25.5%	9.3%	14.4%	3.8%	23.5%	13.3%	20.2%	15.4%	16.9%	33.3%	
Career	41.8	13.9	12.4	26.9	36.1	19.1	20.2	30.8	22.3	0.0	68.3
Community educat.	32.7	76.8	73.2	69.3	40.4	67.6	59.6	53.8	60.8	66.7	28.9
N =	55	108	97	26	119	188	104	13	130	3	
PREVIOUS ENROLLMENT - TYPES:											
Transfer	24.8%	14.1%	25.1%	17.0%	28.0%	17.5%	15.2%	13.2%	3.3%	13.0%	
Career	37.2	22.4	24.6	18.0	30.1	22.4	22.9	28.9	8.5	13.0	219.4
Community educat.	38.0	63.5	50.3	65.0	41.9	50.1	51.9	57.9	88.2	74.0	28.9
N =	226	263	179	100	389	491	468	38	305	23	
PREVIOUS CREDIT - COMMUNITY EDUCATION:											
Career/business	20.7%	7.6%	2.6%	9.4%	8.6%	8.6%	9.9%	17.2%	1.3%	14.3%	
Home economics	9.4	34.4	6.8	4.2	7.6	6.6	8.3	13.8	2.4	9.5	
Languages	6.6	4.7	43.2	6.2	4.1	3.4	8.3	0.0	0.7	4.8	
Intellectual	3.8	3.3	5.9	29.1	4.6	7.3	3.9	17.2	0.7	4.8	
Personal improve.	15.1	12.3	9.3	5.2	29.4	7.8	10.2	3.5	2.0	9.5	
Art/music	15.1	19.3	18.6	24.0	19.3	45.9	12.8	27.6	3.4	19.0	
Physical educ.	21.7	16.0	11.0	16.7	14.7	17.3	44.4	20.7	3.1	23.8	
Adult basic ed.	5.7	1.4	0.0	5.2	2.0	1.2	1.6	0.0	86.1	9.5	
Aviation	1.9	1.0	2.6	0.0	9.7	1.9	0.6	0.0	0.3	4.8	
N =	106	212	118	96	197	410	313	29	296	21	

APPENDIX P (CONT.)

	CAREER	HOME EC.	LANG.	INTELL.	PER.IM	ART/CR	PHY ED	LEISURE	ABE	FAMILY	CHI^2 .05
PREVIOUS CREDIT - CAREER:											
Radiology	3.1%	5.9%	5.8%	0.0%	3.2%	1.6%	1.6%	0.0%	8.3%	0.0%	
Industrial tech.	6.1	2.9	13.5	9.1	10.3	3.2	8.0	9.1	25.0	0.0	
Horticulture	5.1	17.7	3.8	9.1	9.5	19.4	9.6	0.0	2.8	40.0	
Mechanics	10.2	5.9	1.9	4.6	10.3	3.3	7.2	9.1	0.0	0.0	
Agriculture	3.1	0.0	1.9	0.0	6.3	4.0	7.2	0.0	2.8	20.0	
Law enf./fire sc.	7.1	0.0	0.0	9.1	1.6	1.6	4.8	0.0	5.6	0.0	
Data processing	4.1	2.9	21.2	4.5	7.2	13.7	9.6	0.0	13.8	0.0	
Secretarial sci.	16.3	32.4	26.9	13.6	12.7	16.1	19.2	36.3	16.7	40.0	
Business	35.7	29.4	23.1	50.0	34.9	33.1	28.8	4.5	16.7	0.0	
Nursing	9.2	2.9	1.9	0.0	4.0	4.0	4.0	0.0	8.3	0.0	
N =	98	68	52	22	126	124	125	11	36	5	
PREVIOUS CREDIT - TRANSFER:											
Humanities	23.1%	23.0%	27.4%	32.0%	20.5%	14.5%	20.4%	50.0%	46.7%	20.0%	
Journalism	0.0	1.6	4.1	4.0	1.4	1.5	1.0	0.0	0.0	0.0	
Speech	6.6	3.3	2.7	4.0	4.8	5.4	3.9	0.0	0.0	0.0	
Art/music	7.7	16.4	13.7	16.0	10.3	16.8	11.7	0.0	0.0	20.0	
Science	18.7	11.5	12.3	4.0	11.6	8.4	9.7	10.0	13.3	20.0	
Mathematics	9.9	4.9	11.0	4.0	16.4	12.2	13.6	10.0	6.7	20.0	
Social science	28.5	36.1	24.7	28.0	28.8	24.4	22.3	30.0	33.3	0.0	
Physical educ.	5.5	3.2	4.1	8.0	6.2	16.8	17.4	0.0	0.0	20.0	
N =	91	61	73	25	146	131	103	10	15	5	

APPENDIX Q

COMMUNITY EDUCATION ENROLLMENTS vs. WITHDRAWALS
(FALL 1976, SPRING 1977, FALL 1977, SPRING 1978)

	COMMUNITY EDUC.	WITHDRAWALS	CHI^2 .05
N =	3504	399	
AGE:			
Under 17	4.4%	1.8%	
17-20	9.6	15.8	
21-29	27.5	39.8	
30-39	22.2	20.0	
40-49	13.4	8.8	
50-59	11.2	6.0	53.0
60 and over	11.7	7.8	12.6
Mean age	36.9 years	32.7 years	
High age	90	79	
SEX:			
Male	31.5%	32.6%	0.2
Female	68.5	67.4	3.8 NS
MARITAL STATUS:			
Married	60.6%	50.4%	
Single	31.2	41.1	
Widowed	4.2	3.7	17.8
Divorced	4.0	4.8	7.8
N =	3492		
RACE:			
Caucasian/Indian	96.6%	96.5%	
Other	3.4	3.5	
Black	(0.4)	(2.3)	
Oriental	(0.9)	(0.0)	
Mexican	(0.4)	(0.2)	0.01
Other	(1.7)	(1.0)	6.0 NS
N =	3427	396	
RESIDENCE:			
DeKalb	39.8%	47.7%	
Rochelle	9.6	5.5	
Sycamore	16.7	16.1	
Other	33.9	30.7	
Genoa/Kingston	(7.6)	(7.5)	
Kirkland	(1.6)	(2.3)	
Malta	(2.3)	(2.0)	
Paw Paw	(3.0)	(3.0)	
Shabbona	(2.4)	(0.5)	
Waterman	(1.5)	(2.0)	13.2
Other	(15.5)	(13.4)	7.8
N =	3520	398	

APPENDIX Q (CONT.)

	COMMUNITY EDUC.	WITHDRAWALS	CHI^2 .05
EDUCATION:			
8th grade and less	3.4%	2.0%	
3rd grade and less	(0.6)	(0.6)	
4th through 8th grade	(2.8)	(1.4)	
9th grade through high school	25.8	22.1	
9th to 12th grade	(8.5)	(5.5)	
High school graduate	(17.3)	(16.6)	
Some college	25.5	30.8	
2-4 years of college	13.2	17.2	
Associate degree	(3.4)	(3.2)	
2-4 years of college	(9.8)	(14.0)	
Bachelor degree	18.8	18.0	
Graduate degree	13.3	9.9	
Master degree	(10.5)	(8.7)	12.9
Doctorate degree	(2.8)	(1.2)	11.1
Average	13.73 years	13.80 years	
N =	3413	344	
LAST SCHOOL ATTENDED:			
DeKalb	4.9%	3.6%	
Sycamore	2.3	2.4	
Other district schools	6.1	3.6	
Rochelle	(2.6)	(0.6)	
Area schools	1.7	2.1	
Other schools	6.4	4.8	
Other in-state schools	(4.6)	(3.3)	
Out-of-state schools	(1.8)	(1.5)	
Northern Illinois University	18.5	22.8	
Kishwaukee College	38.3	39.7	
Other universities	13.4	13.2	7.7 NS
Other	8.4	7.8	15.5
N =	3283	333	
REASONS FOR ATTENDING:			
Personal interest	16.5%	15.8%	
Socializing	13.0	12.8	
Better skills	47.5	38.9	
Better fitness	7.4	22.8	
Continuing education	6.2	5.0	
Professional growth	(4.6)	(4.7)	
Update skills	(1.6)	(0.3)	
Other	9.4	4.7	
License/diploma	(6.9)	(4.0)	
To get a job	(0.9)	(0.0)	11.7
Prepare for college	(1.6)	(0.7)	11.1
N =	3134	298	

APPENDIX Q (CONT.)

	COMMUNITY EDUC.	WITHDRAWALS	$\frac{CHI^2}{.05}$
OCCUPATION - MEN:			
Professional	25.9%	16.2%	
Teacher	(13.6)	(4.4)	
Manager/administrator	13.3	11.8	
Sales	4.4	7.4	
Real estate	(0.9)	(0.0)	
Skilled	11.7	13.2	
Clerical	(1.4)	(0.0)	
Craftsman/foreman	(10.3)	(13.2)	
Construction	(2.8)	(7.4)	
Mechanic	(1.4)	(1.5)	
Total operative	6.6	20.6	
Operative	(5.2)	(14.7)	
Transport equipment	(1.4)	(5.9)	
Other	14.3	11.8	
Laborer	(1.2)	(0.0)	
Farmer	(7.1)	(10.3)	
Retired	(3.8)	(1.5)	
Unemployed	(2.2)	(0.0)	
Service	9.5	7.3	
Food	(3.1)	(4.4)	
Protective	(1.4)	(0.0)	$\frac{4.7}{14.1}$ NS
Student	14.3	11.7	
N =	800	68	
OCCUPATION - WOMEN:			
Professional	21.7%	17.7%	
Nurse	(4.1)	(4.7)	
Teacher	(13.1)	(9.4)	
Manager/administrator	3.4	3.1	
Sales/clerical	17.5	25.5	
Sales	(2.2)	(2.1)	
Clerical	(15.3)	(23.4)	
Secretarial	(6.9)	(7.8)	
Other	3.5	4.2	
Craftsman/foreman	(0.4)	(0.0)	
Operative	(2.9)	(4.2)	
Laborer	(0.1)	(0.0)	
Farmer/farm manager	(0.1)	(0.0)	
Service	8.5	12.0	
Food	(3.5)	(2.1)	
Health	(1.4)	(3.1)	
Housewife	30.2	20.3	
Housewife/part-time job	(3.0)	(1.6)	
Student	10.0	11.5	
Not working	5.2	5.7	
Retired	(4.0)	(4.7)	$\frac{15.1}{14.1}$
Unemployed	(1.2)	(1.0)	
N =	1971	192	

APPENDIX Q (CONT.)

	COMMUNITY EDUC.	WITHDRAWALS	$\frac{CHI^2}{.05}$
STUDENT STATUS:			
Full-time	2.2%	3.0%	$\frac{1.2}{3.8}$ NS
Part-time	97.8	97.0	
N =	3612	399	
FIRST ENROLLMENT:			
Yes	52.2%	55.3%	$\frac{1.3}{3.8}$ NS
No	47.8	44.7	
N =	3472	389	
YEARS SINCE ATTENDED:			
0 years	35.5%	44.1%	
1	16.4	17.5	
2-4	18.0	17.5	
5-9	8.8	6.6	
10-14	4.9	3.5	
15-19	3.0	2.0	
20-29	5.1	3.5	
30-38	3.5	2.3	$\frac{17.2}{15.5}$
39 and more	4.8	3.0	
Mean years	6.9 years	4.5 years	
CONCURRENT ENROLLMENT:			
Yes	25.8%	27.5%	$\frac{0.5}{3.8}$ NS
No	74.2	72.5	
N =	2461	392	
CONCURRENT ENROLLMENT - TYPES:			
Transfer	16.0%	24.1%	
Career	23.3	28.5	$\frac{7.9}{6.0}$
Community education	60.7	47.4	
N =	699	116	
PREVIOUS ENROLLMENT - TYPES:			
Transfer	19.0%	25.0%	
Career	26.2	29.4	$\frac{7.8}{6.0}$
Community education	54.8	45.6	
N =	2087	228	

APPENDIX Q (CONT.)

	COMMUNITY EDUC.	WITHDRAWALS	$\frac{CHI^2}{.05}$
PREVIOUS CREDIT - COMMUNITY EDUCATION:			
Career/business	8.8%	10.0%	
Home economics	11.3	10.8	
Languages	8.1	7.7	
Intellectual	6.3	6.2	
Personal improvement	12.3	14.6	
Art/music	24.5	14.6	
Physical education	24.1	30.0	
Adult basic education	2.0	3.8	$\frac{8.9}{15.5}$ NS
Aviation	2.6	2.3	
N =	1475	130	
PREVIOUS CREDIT - CAREER:			
Health	72.%	8.5%	
Radiology	(3.0)	(1.2)	
Nursing	(4.2)	(7.3)	
Technology	15.3	10.9	
Industrial technology	(8.5)	(2.4)	
Mechanics	(6.8)	(8.5)	
Horticulture	10.6	12.2	
Agriculture	4.6	11.0	
Law enforcement/fire sci.	2.8	6.1	
Data processing	8.8	11.0	
Secretarial science	18.7	13.4	$\frac{3.4}{11.1}$ NS
Business	32.0	26.9	
N =	635	82	
PREVIOUS CREDIT - TRANSFER:			
Communications	23.0%	22.5%	
Humanities	(21.4)	(21.4)	
Journalism	(1.6)	(1.1)	
Fine arts	17.2	18.0	
Speech	(4.5)	(1.1)	
Art/music	(12.7)	(16.9)	
Science	11.1	15.7	
Mathematics	11.9	10.1	
Social science	27.2	29.2	$\frac{11.0}{14.1}$ NS
Physical education	9.6	4.5	
N =	621	89	

APPENDIX R

ADULT BASIC EDUCATION ENROLLMENTS vs. ABE WITHDRAWALS
(FALL 1976, SPRING 1977, FALL 1977, SPRING 1978)

	ABE ENROLLMENTS	WITHDRAWALS	CHI^2 .05
N =	1144	335	
AGE:			
Under 17	5.7%	8.1%	
17-20	27.2	37.9	
21-29	28.3	25.1	
30-39	20.0	18.5	
40-49	9.6	8.0	
50 and over	9.2	2.4	
50-59	(5.4)	(1.2)	29.4
60 and over	(3.8)	(1.2)	11.1
Mean age	29.7 years	26.0 years	
High age	88	80	
SEX:			
Male	43.1%	50.1%	5.2
Female	56.9	49.9	3.8
MARITAL STATUS:			
Married	51.6%	44.8%	
Single	40.1	48.9	
Widowed	3.4	1.5	10.3
Divorced	4.9	4.8	7.8
N =	1156		
RACE:			
Caucasian/Indian	64.9%	65.4%	
Black	2.1	2.7	
Oriental	6.0	3.3	
Mexican	17.9	20.9	5.1 NS
Other	9.1	7.7	9.5
N =	1141		
RESIDENCE:			
DeKalb	36.9%	40.6%	
Rochelle	27.1	28.7	
Sycamore	17.2	16.8	
Other	18.8	13.9	
Genoa/Kingston	(12.7)	(6.6)	
Kirkland	(1.6)	(2.1)	
Malta	(2.1)	(2.3)	
Paw Paw	(0.5)	(2.3)	
Shabbona	(1.3)	(0.3)	4.4 NS
Waterman	(0.6)	(0.3)	7.8
N =	1015	303	

APPENDIX R (CONT.)

	ABE ENROLLMENTS	WITHDRAWALS	$\frac{CHI^2}{.05}$
EDUCATION:			
8th grade and less	36.4%	32.8%	
3rd grade and less	(5.1)	(4.8)	
4th through 12th grade	(31.3)	(28.1)	
9th grade through high sch.	56.7	62.2	
9th to 12th grade	(49.3)	(57.4)	
High school graduate	(7.4)	(4.7)	
Some to 4 years of college	4.4	3.3	
Some college	(3.3)	(3.0)	
Associate degree	(0.4)	(0.3)	
2-4 years of college	(0.7)	(0.0)	
College graduate	2.5	1.7	
Bachelor degree	(2.3)	(1.7)	
Master degree	(0.1)	(0.0)	$\frac{3.2}{7.8}$ NS
Doctorate degree	(0.1)	(0.0)	
N =	1036	296	
Average	9.01 years	9.06 years	
LAST SCHOOL ATTENDED:			
DeKalb	9.8%	12.1%	
Rochelle	7.5	8.4	
Sycamore	5.3	5.9	
Other district schools	3.1	6.7	
Other in-state schools	14.9	10.4	
Area schools	(4.0)	(1.2)	
In-state schools	(10.9)	(9.2)	
Out-of-state schools	10.3	11.7	
Kishwaukee College	25.9	25.5	
Universities	2.2	2.5	
Northern Illinois Univ.	(0.6)	(0.0)	
Other universities	(1.6)	(2.5)	$\frac{9.9}{15.5}$ NS
Other schools	21.0	16.8	
N =	909	239	
REASONS FOR ATTENDING:			
License/diploma	50.5%	57.0%	
Better skills	41.4	39.0	
Other	8.1	4.0	
To get a job	(3.4)	(2.5)	
Personal interest	(1.4)	(0.5)	
Socializing	(0.2)	(0.0)	
Prepare for college	(2.6)	(0.5)	
Better fitness	(0.0)	(0.0)	
Professional growth	(0.0)	(0.0)	$\frac{5.3}{6.0}$ NS
Update skills	(0.5)	(0.5)	
N =		336	
STUDENT STATUS:			
Full-time	2.0%	1.5%	$\frac{0.4}{3.8}$ NS
Part-time	98.0	98.5	
N =	1036		

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APPENDIX R (CONT.)

	ABE ENROLLMENTS	WITHDRAWALS	CHI^2 .05
FIRST ENROLLMENT:			
Yes	73.1%	75.6%	0.8 / 3.8 NS
No	26.9	24.4	
N =	1085	311	
OCCUPATION - MEN:			
Operative	32.4%	33.8%	
Laborer	14.9	23.8	
Service	9.1	10.0	
Food	(2.9)	(1.2)	
Protective	(0.3)	(0.0)	
Student	18.1	7.5	
Unemployed	11.6	16.3	
Other	13.9	8.6	
Professional	(0.6)	(0.0)	
Manager/administrator	(0.9)	(1.2)	
Sales	(0.9)	(1.2)	
Real estate	(0.3)	(0.0)	
Clerical	(0.6)	(1.2)	
Craftsman/foreman	(8.1)	(1.2)	
Construction	(0.6)	(0.0)	
Mechanic	(1.3)	(0.0)	
Transport equipment	(0.6)	(1.2)	
Farmer	(2.1)	(1.3)	5.5 / 11.1 NS
Retired	(0.0)	(1.3)	
N =	309	80	
OCCUPATION - WOMEN:			
Operative	22.3%	27.1%	
Service	16.1	14.1	
Food	(4.9)	(4.7)	
Health	(3.7)	(2.4)	
Housewife	23.5	21.2	
Unemployed	12.2	21.1	
Other	25.9	16.5	
Professional	(0.2)	(0.0)	
Nurse	(0.0)	(0.0)	
Teacher	(0.0)	(0.0)	
Manager/administrator	(0.0)	(0.0)	
Sales	(1.2)	(0.0)	
Clerical	(4.2)	(4.7)	
Secretarial	(1.0)	(1.2)	
Craftsman/foreman	(2.0)	(1.2)	
Laborer	(3.7)	(1.2)	
Housewife/part-time job	(1.0)	(1.2)	
Student	(7.6)	(4.7)	3.6 / 9.5 NS
Retired	(6.1)	(3.5)	
N =	049	85	

APPENDIX R (CONT.)

	ABE ENROLLMENTS	WITHDRAWALS	CHI^2 .05
YEARS SINCE ATTENDED:			
0 years	35.3%	34.9%	
1	10.5	15.2	
2-4	12.7	15.5	
5-9	13.5	12.8	
10-14	8.7	8.1	
15-19	5.3	5.4	
20-29	7.4	5.7	
30 and more	6.6	2.4	
30-38	(3.8)	(1.5)	15.9
39 and more	(2.8)	(0.9)	15.5
Mean age	7.5 years	5.5 years	
CONCURRENT ENROLLMENT:			
Yes	8.8%	7.7%	0.4 NS
No	91.2	92.3	3.8
N =	1097	310	
CONCURRENT ENROLLMENT - TYPES:			
Transfer	19.1%	11.5%	
Career	24.3	34.6	1.6 NS
Community education	56.6	53.8	6.0
N =	136	26	
PREVIOUS ENROLLMENT - TYPES:			
Transfer	3.7%	0.0%	
Career	8.1	6.5	3.3 NS
Community education	88.2	93.5	6.0
N =	296	77	
PREVIOUS ENROLLMENT - COMMUNITY EDUCATION CAREER TRANSFER		Not calculated due to small response.	

APPENDIX S

TYPES OF CLASSES OFFERED AT CAMPUS/CENTER
(EXCLUDING WITHDRAWALS)
FALL 1976, SPRING 1977, FALL 1977, SPRING 1978

	CAREER	HOME EC.	LANG.	INTELL.	PER.IM.	ARTS	PHY.ED.	LEISURE	ABE	FAM.CIRC.	TOTAL
N =	475	362	286	123	665	697	796	43	1106	52	4605
Kishwaukee	74.9%	--	1.4%	--	40.3%	38.6%	5.7%	--	39.3%	15.4%	30.1%
DeKalb	15.0	73.2	92.0	41.5	29.0	22.5	35.8	81.4	24.3	19.2	34.7
CENTERS (total)	10.1	26.8	6.6	58.5	30.7	38.9	58.5	18.6	36.4	65.4	35.2
Chippewa	3.0	6.1	--	--	1.5	2.6	13.7	--	9.9	34.6	6.5
Kings	--	--	--	--	--	--	2.2	--	--	--	0.4
Mohawk	2.5	10.8	3.1	14.6	14.7	13.6	22.6	--	9.6	19.3	12.3
Pine Rock	--	--	--	15.4	1.1	10.5	4.9	--	4.7	--	4.1
Southern	--	--	--	22.-	0.6	2.9	5.8	--	--	11.5	2.3
Western	4.6	6.3	3.5	6.5	10.4	3.7	--	18.6	10.5	--	6.1
Wyoming	--	3.6	--	--	2.4	5.6	9.3	--	1.7	--	3.5
% =	10.3%	7.9%	6.2%	2.7%	14.5%	15.1%	17.3%	0.9%	24.0%	1.1%	

APPENDIX T

COMMUTING DISTANCE - CLASS TYPES
FALL 1976, SPRING 1977, FALL 1977, SPRING 1978

	CAREER	HOME EC	LANG.	INTELL.	PER IMP	AR/CR	PHY ED	LEISURE	ABE	FAM. IMP.	TOTAL
*N =	440	352	276	104	583	609	698	40	1,077	52	3,533
DISTANCE:											
5 miles and less	53.2%	80.7%	87.7%	80.8%	71.7%	64.2%	78.2%	72.5%	66.7%	78.8%	70.6%
6-10 miles	18.2	3.4	1.8	10.6	10.1	16.6	8.3	5.0	10.6	21.2	10.7
11-20 miles	25.9	13.6	9.1	5.7	16.1	16.4	12.3	20.0	22.4	0.0	17.1
21 miles or more	2.7	2.3	1.4	2.9	2.1	2.8	1.2	2.5	0.3	0.0	1.6

* Does not include unclassified addresses.

Distance measured from class location to village or city center in the student's address.

APPENDIX U

COMMUTING DISTANCE - COMMUNITY CENTERS
FALL 1976, SPRING 1977, FALL 1977, SPRING 1978

	KISHWAUKEE	DEKALB	CHIPPEWA	MOHAWK	PINE ROCK	SOUTH.	WESTERN	WYOMING
N =	1496	1698	323	616	34	83	268	118
DISTANCE:								
5 miles or less	48.3%	88.3%	75.9%	85.2%	Incomplete information	78.3%	88.1%	85.6%
6-10 miles	15.6	0.0*	18.6	8.3		0.0*	0.0*	0.0*
11-20 miles	34.2	11.6	4.6	6.3		14.5	10.1	5.1
20 miles or more	1.9	0.1	0.9	0.2		7.2	1.8	9.3

*No reporting addresses fell within this category for the named center.

Does not include unclassified addresses.

APPENDIX V DEPARTMENT RAW TOTALS

	AGRICULTURE			AG BUSINESS			AG MECHANICS			ART		
	tot.	day	even.	tot.	day	even.	tot.	day	even.	tot.	day	even.
N =	224	205	19	71	61	10	281	267	14	128	91	37
STUDENT AGE:												
Highest	58	30	58	54	36	54	38	38	38	53	43	53
Mean	21.6	21.2	26.5	22.4	21.0	30.7	21.4	21.3	24.3	22.6	21.5	25.1
under 17	1	0	1	0	0	0	1	0	1	0	0	0
17-20	167	157	10	55	51	4	211	208	3	83	69	14
21-29	48	45	3	8	6	2	57	50	7	34	18	16
30-39	5	3	2	6	4	2	12	9	3	6	2	4
40-49	2	0	2	1	0	1	0	0	0	4	2	2
50-59	1	0	1	1	0	1	0	0	0	1	0	1
60 and over	0	0	0	0	0	0	0	0	0	0	0	0
SEX:												
Male	212	195	17	65	57	8	279	265	14	66	50	16
Female	12	10	2	6	4	2	2	2	0	62	41	21
FIRST ENROLLMENT:												
Yes	34	30	4	6	2	4	49	45	4	16	11	5
No	189	174	15	65	59	6	232	222	10	111	79	32
YEARS SINCE ATTENDED:												
Mean	0.7	0.5	2.3	0.9	0.2	5.3	0.6	0.5	1.8	0.3	0.2	0.6
0	182	170	12	60	55	5	243	234	9	110	82	28
1	11	8	3	4	4	0	1	1	0	8	5	3
2-4	25	23	2	5	2	3	26	24	2	7	2	5
5-9	5	4	1	0	0	0	10	7	3	3	2	1
10-14	0	0	0	0	0	0	1	1	0	0	0	0
15-19	0	0	0	1	0	1	0	0	0	0	0	0
20-29	1	0	1	1	0	1	0	0	0	0	0	0
30-38	0	0	0	0	0	0	0	0	0	0	0	0
39 and over	0	0	0	0	0	0	0	0	0	0	0	0
MARITAL STATUS:												
Married	30	24	6	8	5	3	32	25	7	14	7	7
Single	194	181	13	60	55	5	248	241	7	114	84	30
Widowed	0	0	0	0	0	0	0	0	0	0	0	0
Divorced	0	0	0	3	1	2	1	1	0	0	0	0
EDUCATION:												
3rd grade & less	0	0	0	0	0	0	0	0	0	0	0	0
4th - 8th grade	0	0	0	0	0	0	0	0	0	1	1	0
9th to 12th grade	1	0	1	0	0	0	3	2	1	1	0	1
High school grad.	24	21	3	3	1	2	33	30	3	8	5	3
Some college	185	174	11	64	59	5	233	224	9	89	71	18
Associate degree	1	1	0	0	0	0	5	4	1	11	8	3
2-4 yrs. college	6	6	0	4	1	3	4	4	0	12	4	8
Bachelors degree	6	3	3	0	0	0	3	3	0	5	1	4
Masters degree	1	0	1	0	0	0	0	0	0	1	1	0
Doctorate degree	0	0	0	0	0	0	0	0	0	0	0	0
RESIDENCE:												
DeKalb	43	40	3	5	5	0	65	63	2	76	51	25
Rochelle	19	12	7	5	4	1	11	9	2	14	9	5
Genoa/Kingston	6	6	0	2	2	0	6	6	0	2	2	0
Sycamore	26	24	2	11	11	0	15	13	2	15	11	4
Other	130	123	7	48	39	9	184	176	8	21	18	3
RACE:												
Asian	0	0	0	0	0	0	0	0	0	4	2	2
Black	0	0	0	0	0	0	0	0	0	11	10	1
Mexican	0	0	0	0	0	0	4	4	0	0	0	0
Other	0	0	0	1	0	1	2	1	1	1	0	1
White/Indian	200	181	19	70	61	9	244	231	13	103	70	33
Foreign	24	24	0	0	0	0	31	31	0	8	8	0
Refused to Ind.	0	0	0	0	0	0	0	0	0	1	1	0
VETERANS:	15	13	2	10	8	2	25	18	7	8	3	5

	AUTO MECHANICS			BIOLOGY			BUS.-ACCOUNTING			GEN. BUSINESS		
	tot.	day	even.	tot.	day	even.	tot.	day	even.	tot.	day	even.
N =	176	89	87	261	242	19	222	135	87	341	191	150
STUDENT AGE:												
Highest	69	39	69	46	46	32	52	50	52	62	49	62
Mean	24.5	24.0	25.0	22.1	22.0	23.5	24.0	21.7	27.5	25.5	23.6	27.9
under 17	0	0	0	0	0	0	0	0	0	0	0	0
17-20	70	30	40	174	166	8	123	96	27	140	101	39
21-29	76	49	27	63	54	9	63	30	33	117	63	54
30-39	24	10	14	22	20	2	26	8	18	62	19	43
40-49	3	0	3	2	2	0	7	0	7	18	8	10
50-59	2	0	2	0	0	0	3	1	2	2	0	2
60 and over	1	0	1	0	0	0	0	0	0	2	0	2
SEX:												
Male	152	77	75	116	104	12	122	84	38	214	113	101
Female	24	12	12	145	138	7	100	51	49	127	78	49
FIRST ENROLLMENT:												
Yes	36	8	28	48	44	4	56	30	26	68	40	28
No	139	81	58	213	198	15	166	105	61	273	151	122
YEARS SINCE ATTENDED:												
Mean	0.7	0.5	1.0	0.6	0.6	0.7	1.2	0.7	2.0	1.2	1.0	1.3
0	140	79	61	216	201	15	179	118	61	255	149	106
1	11	2	9	18	18	0	8	4	4	21	9	12
2-4	19	7	12	17	13	4	16	7	9	40	18	22
5-9	3	0	3	7	7	0	12	3	9	16	10	6
10-14	2	0	2	2	2	0	2	1	1	3	3	0
15-19	1	1	0	0	0	0	1	1	0	3	1	2
20-29	0	0	0	1	1	0	2	0	2	2	1	1
30-38	0	0	0	0	0	0	2	1	1	1	0	1
39 and over	0	0	0	0	0	0	0	0	0	0	0	0
MARITAL STATUS:												
Married	57	25	32	43	34	9	51	13	38	109	39	70
Single	109	55	54	207	198	9	158	118	40	216	149	67
Widowed	0	0	0	0	0	0	1	0	1	2	1	1
Divorced	10	9	1	11	10	1	12	4	8	14	2	12
EDUCATION:												
3rd grade & less	0	0	0	0	0	0	0	0	0	0	0	0
4th - 8th grade	0	0	0	0	0	0	0	0	0	2	2	0
9th to 12th grade	26	8	18	0	0	0	2	1	1	5	4	1
High school grad.	13	3	10	18	18	0	15	4	11	25	14	11
Some college	104	65	39	209	191	18	151	111	40	233	131	102
Associate degree	8	6	2	12	11	1	12	1	11	10	5	5
2-4 yrs. college	16	6	10	17	17	0	32	17	15	53	30	23
Bachelors degree	3	1	2	3	3	0	9	1	8	11	5	6
Masters degree	6	0	6	2	2	0	1	0	1	2	0	2
Doctorate degree	0	0	0	0	0	0	0	0	0	0	0	0
RESIDENCE:												
DeKalb	79	35	44	107	96	11	102	69	33	154	91	63
Rochelle	27	17	10	23	22	1	32	15	17	70	35	35
Genoa/Kingston	21	18	3	6	6	0	12	11	1	20	10	10
Sycamore	21	6	15	59	55	4	33	17	16	35	19	16
Other	28	13	15	66	63	3	43	23	20	62	36	26
RACE:												
Asian	1	0	1	0	0	0	1	1	0	3	1	2
Black	3	2	1	22	20	2	15	14	1	35	25	10
Mexican	14	10	4	0	0	0	0	0	0	2	2	0
Other	3	0	3	0	0	0	3	3	0	6	5	1
White/Indian	150	76	74	235	219	16	200	115	85	272	142	130
Foreign	0	0	0	3	2	1	3	2	1	18	14	4
Refused to Ind.	5	1	4	1	1	0	0	0	0	3	2	1
VETERANS:	66	37	29	14	8	6	20	12	8	74	25	49

	REAL EST.	SECRETARIAL SCI.			CHEMISTRY	DATA PROCESSING			DRAFTING		
	even.	tot.	day	even.	day	tot.	day	even.	tot.	day	even.
N =	53	203	108	95	82	216	124	92	51	44	7
STUDENT AGE:											
Highest	57	67	56	67	83	83	46	83	61	39	61
Mean	32.7	26.9	24.6	29.4	23.9	24.5	22.8	26.8	23.6	22.2	32.0
under 17	0	0	0	0	0	0	0	0	0	0	0
17-20	3	99	66	33	41	102	72	30	25	24	1
21-29	23	44	21	23	34	73	39	34	22	18	4
30-39	15	33	11	22	4	32	11	21	3	2	1
40-49	7	18	5	13	2	8	2	6	0	0	0
50-59	5	8	5	3	0	0	0	0	0	0	0
60 and over	0	1	0	1	1	1	0	1	1	0	1
SEX:											
Male	33	11	5	6	58	128	72	56	43	37	6
Female	20	192	103	89	24	88	52	36	8	7	1
FIRST ENROLLMENT:											
Yes	25	50	18	32	11	46	35	11	19	18	1
No	28	153	90	63	71	170	89	81	32	26	6
YEARS SINCE ATTENDED:											
Mean	5.3	2.1	1.2	3.1	0.4	0.6	0.4	0.9	1.3	0.8	4.4
0	17	145	94	51	80	172	101	71	40	35	5
1	2	14	3	11	1	22	12	10	3	3	0
2-4	14	16	5	11	1	15	9	6	6	5	1
5-9	12	13	1	12	0	4	2	2	0	0	0
10-14	1	5	2	3	0	2	0	2	0	0	0
15-19	4	4	0	4	0	0	0	0	0	0	0
20-29	2	4	1	3	0	1	0	1	2	1	1
30-38	1	2	2	0	0	0	0	0	0	0	0
39 and over	0	0	0	0	0	0	0	0	0	0	0
MARITAL STATUS:											
Married	28	71	31	40	16	68	29	39	9	4	5
Single	20	115	71	44	66	145	93	52	42	40	2
Widowed	0	0	0	0	0	0	0	0	0	0	0
Divorced	5	17	6	11	0	3	2	1	0	0	0
EDUCATION:											
3rd grade & less	0	0	0	0	0	0	0	0	0	0	0
4th - 8th grade	0	1	0	1	0	0	0	0	0	0	0
9th to 12th grade	0	6	4	2	0	2	2	0	1	1	0
High school grad.	9	20	5	15	5	13	9	4	7	7	0
Some college	15	157	93	64	54	156	86	70	28	26	2
Associate degree	5	4	0	4	4	6	3	3	3	0	3
2-4 yrs. college	10	8	4	4	16	26	18	8	10	10	0
Bachelors degree	9	5	2	3	3	10	4	6	2	0	2
Masters degree	4	1	0	1	0	3	2	1	0	0	0
Doctorate degree	1	1	0	1	0	0	0	0	0	0	0
RESIDENCE:											
DeKalb	23	86	44	42	50	105	67	38	37	35	2
Rochelle	8	28	13	15	9	33	18	15	2	0	2
Genoa/Kingston	4	16	8	8	4	13	6	7	1	0	1
Sycamore	9	40	20	20	3	29	12	17	3	2	1
Other	9	33	23	10	16	36	21	15	8	7	1
RACE:											
Asian	0	1	1	0	0	5	3	2	1	0	1
Black	0	12	9	3	0	14	9	5	6	6	0
Mexican	0	3	2	1	0	4	4	0	1	1	0
Other	0	1	1	0	1	4	3	1	0	0	0
White/Indian	51	179	90	89	50	159	95	64	35	29	6
Foreign	0	4	4	0	29	25	7	18	8	8	0
Refused to Ind.	1	3	1	2	2	5	3	2	0	0	0
VETERANS:	12	2	1	1	7	35	14	21	3	0	3

	ECONOMICS			ELECTRI/ELECTRON			ENGINEER.	ENGLISH		
N =	tot. 109	day 43	even. 66	tot. 88	day 56	even. 32	day 13	tot. 396	day 310	even. 86
STUDENT AGE:										
Highest	47	47	47	58	58	46	27	83	43	83
Mean	22.7	22.6	22.8	25.6	23.7	28.8	22.6	22.3	21.3	26.1
under 17	0	0	0	0	0	0	0	0	0	0
17-20	65	27	38	34	28	6	4	259	225	34
21-29	34	13	21	35	21	14	9	99	70	29
30-39	7	2	5	11	5	6	0	29	13	16
40-49	3	1	2	6	0	6	0	7	2	5
50-59	0	0	0	2	2	0	0	0	0	0
60 and over	0	0	0	0	0	0	0	2	0	2
SEX:										
Male	76	25	51	86	55	31	13	212	171	41
Female	33	18	15	2	1	1	0	184	139	45
FIRST ENROLLMENT:										
Yes	15	4	11	25	16	9	11	70	55	15
No	94	39	55	63	40	23	2	326	255	71
YEARS SINCE ATTENDED:										
Mean	0.2	0.1	0.2	0.8	0.8	1.0	0.2	0.2	0.2	0.4
0	98	40	58	65	43	22	12	361	287	74
1	4	2	2	7	4	3	0	14	10	4
2-4	7	1	6	11	6	5	1	17	10	7
5-9	0	0	0	3	1	2	0	4	3	1
10-14	0	0	0	2	2	0	0	0	0	0
15-19	0	0	0	0	0	0	0	0	0	0
20-29	0	0	0	0	0	0	0	0	0	0
30-38	0	0	0	0	0	0	0	0	0	0
39 and over	0	0	0	0	0	0	0	0	0	0
MARITAL STATUS:										
Married	15	6	9	34	14	20	0	54	28	26
Single	90	37	53	53	41	12	13	333	278	55
Widowed	0	0	0	0	0	0	0	2	1	1
Divorced	4	0	4	1	1	0	0	7	3	4
EDUCATION:										
3rd grade & less	0	0	0	0	0	0	0	0	0	0
4th - 8th grade	0	0	0	0	0	0	0	0	0	0
9th to 12th grade	1	0	1	2	1	1	0	5	3	2
High school grad.	2	0	2	18	13	5	10	30	25	5
Some college	89	38	51	49	34	15	3	331	264	67
Associate degree	3	0	3	4	1	3	0	8	3	5
2-4 yrs. college	11	5	6	12	7	5	0	19	14	5
Bachelors degree	3	0	3	3	0	3	0	2	1	1
Masters degree	0	0	0	0	0	0	0	1	0	1
Doctorate degree	0	0	0	0	0	0	0	0	0	0
RESIDENCE:										
DeKalb	63	19	44	31	21	10	8	199	159	40
Rochelle	10	6	4	22	17	5	0	34	26	8
Genoa/Kingston	7	5	2	5	2	3	0	20	16	4
Sycamore	12	6	6	10	5	5	0	52	40	12
Other	17	7	10	20	11	9	5	91	69	22
RACE:										
Asian	0	0	0	0	0	0	0	3	3	0
Black	6	5	1	2	2	0	0	24	20	4
Mexican	0	0	0	1	0	1	0	2	2	0
Other	0	0	0	0	0	0	1	0	0	0
White/Indian	95	37	58	78	48	30	1	311	245	66
Foreign	8	1	7	4	4	0	11	48	34	14
Refused to Ind.	0	0	0	3	2	1	0	7	6	1
VETERANS:	11	3	8	27	12	15	0	27	17	10

	REMEDIAL ENGLISH			FIRE SCI.	HISTORY			HORTICULTURE			JOURNALISM
	tot.	day	even.	even.	tot.	day	even.	tot.	day	even.	day
N =	91	78	13	61	87	76	11	491	411	80	91
STUDENT AGE:											
Highest	38	32	38	47	39	39	34	81	81	51	44
Mean	23.4	23.2	24.4	29.3	21.7	21.4	23.8	22.6	22.4	23.4	21.6
under 17	0	0	0	1	0	0	0	0	0	0	0
17-20	31	24	7	16	64	58	6	299	259	40	66
21-29	55	51	4	19	16	14	2	154	122	32	19
30-39	5	3	2	16	7	4	3	33	27	6	5
40-49	0	0	0	11	0	0	0	3	2	1	1
50-59	0	0	0	0	0	0	0	1	0	1	0
60 and over	0	0	0	0	0	0	0	1	1	0	0
SEX:											
Male	74	64	10	52	37	33	4	302	251	51	45
Female	17	14	3	11	50	43	7	189	160	29	46
FIRST ENROLLMENT:											
Yes	74	69	5	26	17	15	2	73	62	11	14
No	17	9	8	37	70	61	9	418	349	69	77
YEARS SINCE ATTENDED:											
Mean	0.9	0.8	1.8	4.2	0.1	0.1	0.1	0.4	0.4	0.6	0.1
0	66	57	9	32	80	70	10	449	378	71	90
1	12	10	2	6	3	2	1	4	3	1	1
2-4	9	8	1	12	4	4	0	14	10	4	0
5-9	3	3	0	2	0	0	0	19	16	3	0
10-14	0	0	0	3	0	0	0	4	4	0	0
15-19	0	0	0	3	0	0	0	1	0	1	0
20-29	1	0	0	5	0	0	0	0	0	0	0
30-38	0	0	0	0	0	0	0	0	0	0	0
39 and over	0	0	0	0	0	0	0	0	0	0	0
MARITAL STATUS:											
Married	18	14	4	31	10	7	3	53	38	15	9
Single	72	63	9	28	77	69	8	413	350	63	80
Widowed	0	0	0	0	0	0	0	0	0	0	0
Divorced	1	1	0	2	0	0	0	25	23	2	2
EDUCATION:											
3rd grade & less	0	0	0	0	0	0	0	0	0	0	0
4th - 8th grade	0	0	0	0	0	0	0	0	0	0	0
9th to 12th grade	2	2	0	4	1	0	1	4	0	4	0
High school grad.	60	56	4	14	2	2	0	17	14	3	1
Some college	22	14	8	24	69	60	9	360	307	53	78
Associate degree	1	1	0	2	4	3	1	14	13	1	2
2-4 yrs. college	5	4	1	10	11	11	0	57	46	11	0
Bachelors degree	1	1	0	7	0	0	0	37	31	6	0
Masters degree	0	0	0	0	0	0	0	2	0	2	1
Doctorate degree	0	0	0	0	0	0	0	0	0	0	0
RESIDENCE:											
DeKalb	62	57	5	17	41	34	7	219	186	33	52
Rochelle	8	4	4	3	6	6	0	31	25	6	3
Genoa/Kingston	2	2	0	2	7	7	0	4	3	1	2
Sycamore	4	3	1	2	17	16	1	17	13	4	17
Other	15	12	3	37	16	13	3	220	184	36	17
RACE:											
Asian	0	0	0	0	0	0	0	2	0	2	0
Black	5	3	2	0	12	10	2	0	0	0	11
Mexican	2	2	0	0	0	0	0	6	6	0	0
Other	1	1	0	0	1	1	0	0	0	0	1
White/Indian	25	16	9	60	68	59	9	482	405	77	75
Foreign	56	55	1	0	5	5	0	0	0	0	3
Refused to Ind.	2	1	1	1	1	1	0	1	0	1	1
VETERANS:	8	5	3	12	7	4	3	25	22	3	6

	LAW ENF.	MATHEMATICS			REMEDIAL MATH			MECHANICAL TECH.		
	even.	tot.	day	even.	tot.	day	even.	tot.	day	even.
N =	47	322	254	68	101	65	36	80	70	10
STUDENT AGE:										
Highest	39	83	83	51	40	37	40	50	50	45
Mean	24.8	23.0	22.4	25.2	23.0	21.6	25.5	26.1	25.8	28.3
under 17	0	0	0	0	0	0	0	0	0	0
17-20	22	177	153	24	55	43	12	21	19	2
21-29	13	114	82	32	36	20	16	38	34	4
30-39	13	27	17	10	9	2	7	15	13	2
40-49	0	2	1	1	1	0	1	5	3	2
50-59	0	1	0	1	0	0	0	1	1	0
60 and over	0	1	1	0	0	0	0	0	0	0
SEX:										
Male	42	209	164	45	59	34	25	79	69	10
Female	6	113	90	23	42	31	11	1	1	0
FIRST ENROLLMENT:										
Yes	6	61	48	13	35	24	11	36	31	5
No	42	260	205	55	66	41	25	44	39	5
YEARS SINCE ATTENDED:										
Mean	0.4	0.5	0.5	0.3	0.8	0.6	1.2	3.0	2.6	6.1
0	38	293	231	62	74	49	25	41	38	3
1	1	9	7	2	10	7	3	8	7	1
2-4	7	11	9	2	12	7	5	19	16	3
5-9	1	8	6	2	4	2	2	5	4	1
10-14	0	0	0	0	1	0	1	1	1	0
15-19	0	0	0	0	0	0	0	4	3	1
20-29	0	0	0	0	0	0	0	1	0	1
30-38	0	0	0	0	0	0	0	1	1	0
39 and over	0	1	1	0	0	0	0	0	0	0
MARITAL STATUS:										
Married	16	57	34	23	28	8	20	36	32	4
Single	29	258	217	41	69	55	14	42	36	6
Widowed	0	0	0	0	0	0	0	0	0	0
Divorced	2	7	3	4	4	2	2	2	2	0
EDUCATION:										
3rd grade & less	0	0	0	0	0	0	0	0	0	0
4th - 8th grade	0	0	0	0	1	0	1	3	2	1
9th to 12th grade	1	1	1	0	4	1	3	6	5	1
High school grad.	3	27	26	1	15	8	7	13	12	1
Some college	35	217	175	42	71	51	20	36	33	3
Associate degree	2	19	16	3	3	1	2	1	1	0
2-4 yrs. college	6	54	35	19	5	3	2	14	11	3
Bachelors degree	0	4	1	3	2	1	1	6	5	1
Masters degree	0	0	0	0	0	0	0	1	1	0
Doctorate degree	0	0	0	0	0	0	0	0	0	0
RESIDENCE:										
DeKalb	21	177	146	31	52	39	13	31	28	3
Rochelle	8	35	25	10	16	8	8	9	7	2
Genoa/Kingston	2	9	6	3	3	1	2	8	7	1
Sycamore	10	43	32	11	11	9	2	11	9	2
Other	6	58	45	13	19	8	11	21	19	2
RACE:										
Asian	0	2	1	1	1	0	1	0	0	0
Black	4	24	20	4	16	16	0	2	2	0
Mexican	0	4	2	2	4	3	1	2	2	0
Other	0	7	6	1	0	0	0	0	0	0
White/Indian	43	238	179	59	78	45	33	75	65	10
Foreign	0	42	42	0	1	1	0	0	0	0
Refused to Ind.	0	5	4	1	1	0	1	1	1	0
VETERANS:	16	34	20	14	23	9	14	16	15	1

	MUSIC			NURSING	PHYSICAL EDUC.			PHYSICS	POLITICAL SCI.		
N =	tot. 145	day 101	even. 44	day 93	tot. 180	day 110	even. 70	day 66	tot. 137	day 101	even. 36
STUDENT AGE:											
Highest	52	52	51	51	53	52	53	83	42	35	42
Mean	22.5	21.7	24.3	28.7	23.8	22.3	26.3	23.1	22.6	21.4	26.2
under 17	2	0	2	0	3	0	3	0	0	0	0
17-20	93	74	19	10	100	72	28	30	84	71	13
21-29	41	22	19	50	51	31	20	32	35	24	11
30-39	3	2	1	23	16	5	11	3	17	6	11
40-49	3	2	1	9	7	1	6	0	1	0	1
50-59	3	1	2	1	3	1	2	0	0	0	0
60 and over	0	0	0	0	0	0	0	1	0	0	0
SEX:											
Male	85	57	28	4	42	37	5	58	81	54	27
Female	60	44	16	89	138	73	65	8	56	47	9
FIRST ENROLLMENT:											
Yes	40	26	14	2	27	11	16	21	29	23	6
No	105	75	30	91	152	98	54	45	108	78	30
YEARS SINCE ATTENDED:											
Mean	0.4	0.5	0.1	0.8	0.9	0.2	1.9	0.2	0.4	0.3	0.4
0	130	91	39	89	144	103	41	62	121	91	30
1	10	6	4	3	9	1	8	2	7	4	3
2-4	3	2	1	1	17	3	14	1	5	3	2
5-9	1	1	0	0	7	3	4	1	4	3	1
10-14	0	0	0	0	0	0	0	0	0	0	0
15-19	0	0	0	0	0	0	0	0	0	0	0
20-29	0	0	0	0	3	0	3	0	0	0	0
30-38	1	1	0	0	0	0	0	0	0	0	0
39 and over	0	0	0	0	0	0	0	0	0	0	0
MARITAL STATUS:											
Married	18	10	8	38	38	15	23	8	27	11	16
Single	125	91	34	48	133	92	41	57	107	89	18
Widowed	0	0	0	3	3	0	3	0	1	1	0
Divorced	2	0	2	4	6	3	3	1	2	0	2
EDUCATION:											
3rd grade & less	0	0	0	0	0	0	0	0	0	0	0
4th - 8th grade	0	0	0	1	1	0	1	0	0	0	0
9th to 12th grade	2	0	2	0	7	1	6	2	1	0	1
High school grad.	14	7	7	0	11	6	5	15	6	6	0
Some college	104	75	29	39	126	84	42	42	112	80	32
Associate degree	4	4	0	29	5	3	2	0	1	0	1
2-4 yrs. college	17	13	4	18	15	12	3	6	15	14	1
Bachelors degree	3	2	1	6	13	3	10	1	0	0	0
Masters degree	1	0	1	0	2	1	1	0	2	1	1
Doctorate degree	0	0	0	0	0	0	0	0	0	0	0
RESIDENCE:											
DeKalb	73	53	20	37	87	66	21	48	71	53	18
Rochelle	20	12	8	11	23	12	11	6	9	6	3
Genoa/Kingston	8	7	1	2	3	3	0	0	6	6	0
Sycamore	12	8	4	6	10	6	4	4	18	13	5
Other	32	21	11	37	57	23	34	8	33	23	10
RACE:											
Asian	6	6	0	0	3	3	0	0	1	0	1
Black	11	11	0	0	20	19	1	3	15	14	1
Mexican	2	2	0	0	0	0	0	0	0	0	0
Other	2	2	0	0	0	0	0	1	1	1	0
White/Indian	98	68	30	92	140	77	63	28	102	73	29
Foreign	23	9	14	0	13	9	4	33	14	10	4
Refused to Ind.	3	3	0	1	4	2	2	1	4	3	1
VETERANS:	10	4	6	1	6	6	0	8	15	4	11

	PSYCHOLOGY			RADIOLOGY			SOCIOLOGY			SPEECH		
N =	tot. 234	day 126	even. 108	tot. 69	day 62	even. 7	tot. 149	day 86	even. 63	tot. 164	day 143	even. 21
STUDENT AGE:												
Highest	54	51	54	48	43	48	46	39	46	83	83	37
Mean	23.7	22.3	25.3	23.3	22.6	29.4	22.6	21.8	23.6	22.4	22.3	23.5
under 17	0	0	0	0	0	0	0	0	0	0	0	0
17-20	130	81	49	38	36	2	93	60	33	106	97	9
21-29	67	35	32	21	19	2	38	20	18	47	37	10
30-39	28	7	21	8	6	2	17	6	11	7	5	2
40-49	7	2	5	2	1	1	1	0	1	2	2	0
50-59	2	1	1	0	0	0	0	0	0	0	0	0
60 and over	0	0	0	0	0	0	0	0	0	2	2	0
SEX:												
Male	91	47	44	11	10	1	78	33	45	81	71	10
Female	143	79	64	58	52	6	71	53	18	83	72	11
FIRST ENROLLMENT:												
Yes	52	24	28	2	0	2	31	17	14	25	22	3
No	182	102	80	67	62	5	118	69	49	139	121	18
YEARS SINCE ATTENDED:												
Mean	0.8	0.6	1.1	0.6	0.1	5.1	0.2	0.2	0.3	0.4	0.4	0.3
0	193	111	82	60	56	4	133	80	53	143	125	18
1	7	2	5	6	5	1	7	1	6	8	8	0
2-4	20	6	14	2	1	1	7	4	3	9	6	3
5-9	11	6	5	0	0	0	2	1	1	4	4	0
10-14	0	0	0	0	0	0	0	0	0	0	0	0
15-19	0	0	0	0	0	0	0	0	0	0	0	0
20-29	2	1	1	0	0	0	0	0	0	0	0	0
30-38	1	0	1	1	0	1	0	0	0	0	0	0
39 and over	0	0	0	0	0	0	0	0	0	0	0	0
MARITAL STATUS:												
Married	53	19	34	20	18	2	26	9	17	22	18	4
Single	171	101	70	49	44	5	118	73	45	138	122	16
Widowed	2	2	0	0	0	0	0	0	0	1	1	0
Divorced	8	4	4	0	0	0	5	4	1	3	2	1
EDUCATION:												
3rd grade & less	0	0	0	0	0	0	0	0	0	0	0	0
4th - 8th grade	0	0	0	0	0	0	0	0	0	1	1	0
9th to 12th grade	4	2	2	0	0	0	1	0	1	0	0	0
High school grad.	18	14	4	2	0	2	9	6	3	7	7	0
Some college	178	98	80	44	42	2	123	71	52	137	120	17
Associate degree	5	2	3	2	1	1	2	2	0	9	6	3
2-4 yrs. college	23	8	15	19	17	2	14	7	7	8	8	0
Bachelors degree	5	1	4	1	1	0	0	0	0	1	0	1
Masters degree	1	1	0	1	1	0	0	0	0	1	1	0
Doctorate degree	0	0	0	0	0	0	0	0	0	0	0	0
RESIDENCE:												
DeKalb	111	54	57	35	30	5	80	49	31	77	68	9
Rochelle	25	16	9	3	3	0	11	7	4	20	15	5
Genoa/Kingston	14	9	5	3	3	0	10	7	3	10	8	2
Sycamore	36	19	17	10	8	2	18	8	10	23	22	1
Other	48	28	20	18	18	0	30	15	15	34	30	4
RACE:												
Asian	2	2	0	3	3	0	1	1	0	2	2	0
Black	22	13	9	0	0	0	16	13	3	9	8	1
Mexican	1	0	1	2	2	0	0	0	0	0	0	0
Other	2	1	1	1	1	0	0	0	0	5	4	1
White/Indian	199	108	91	63	56	7	125	68	57	132	115	17
Foreign	3	1	2	0	0	0	7	4	3	14	13	1
Refused to Ind.	4	1	3	0	0	0	0	0	0	1	1	0
VETERANS:	23	6	17	2	2	0	19	6	13	8	6	2

	TEACHER AIDE			WASTEWATER	WELDING TECH.
	tot.	day	even.	even.	even.
N =	32	16	16	28	21
STUDENT AGE:					
Highest	38	38	38	58	69
Mean	25.0	25.3	24.6	30.7	31.4
under 17	0	0	0	0	0
17-20	12	5	7	1	3
21-29	14	8	6	19	9
30-39	6	3	3	3	5
40-49	0	0	0	4	4
50-59	0	0	0	2	0
60 and over	0	0	0	0	1
SEX:					
Male	1	1	0	28	22
Female	31	15	16	1	0
FIRST ENROLLMENT:					
Yes	8	3	5	11	2
No	24	13	11	18	20
YEARS SINCE ATTENDED:					
Mean	0.6	0.4	0.8	2.7	1.1
0	26	13	13	15	15
1	0	0	0	3	1
2-4	5	3	2	4	4
5-9	1	0	1	4	2
10-14	0	0	0	1	0
15-19	0	0	0	2	0
20-29	0	0	0	0	0
30-38	0	0	0	0	0
39 and over	0	0	0	0	0
MARITAL STATUS:					
Married	12	6	6	21	11
Single	20	10	10	7	9
Widowed	0	0	0	0	0
Divorced	0	0	0	0	1
EDUCATION:					
3rd grade & less	0	0	0	0	0
4th - 8th grade	0	0	0	0	0
9th to 12th grade	6	3	3	1	1
High school grad.	1	0	1	1	2
Some college	25	13	12	10	13
Associate degree	0	0	0	0	0
2-4 yrs. college	0	0	0	5	2
Bachelors degree	0	0	0	11	1
Masters degree	0	0	0	0	1
Doctorate degree	0	0	0	0	1
RESIDENCE:					
DeKalb	6	3	3	1	9
Rochelle	17	9	8	2	2
Genoa/Kingston	4	2	2	1	0
Sycamore	0	0	0	5	1
Other	5	2	3	19	9
RACE:					
Asian	0	0	0	0	0
Black	0	0	0	0	0
Mexican	0	0	0	0	1
Other	20	12	8	0	1
White/Indian	12	4	8	27	19
Foreign	0	0	0	0	0
Refused to Ind.	0	0	0	1	0
VETERANS:	0	0	0	7	7

	AGRICULTURE			AG BUSINESS			AG MECHANICS			ART		
	tot.	day	even.	tot.	day	even.	tot.	day	even.	tot.	day	even.
HOURS:												
Part-time	23	14	9	8	1	7	20	13	7	55	32	23
Full-time	201	191	10	63	60	3	261	254	7	73	59	14
LAST SCHOOL:												
DeKalb schools	1	0	1	0	0	0	0	0	0	3	2	1
Sycamore schools	0	0	0	0	0	0	0	0	0	1	1	0
Rochelle schools	4	3	1	2	1	1	3	0	3	2	0	2
Other in-district	0	0	0	1	0	1	1	1	0	0	0	0
Area schools	0	0	0	0	0	0	0	0	0	0	0	0
In-state schools	3	1	2	0	0	0	7	6	1	0	0	0
Northern Ill. Univ.	0	0	0	0	0	0	0	0	0	2	6	2
Kishwaukee College	188	174	14	65	59	6	232	222	10	104	75	29
Other comm. coll.	1	1	0	2	0	2	0	0	0	4	3	1
Other universities	3	2	1	1	1	0	0	0	0	3	2	1
Others	24	24	0	0	0	0	37	37	0	1	1	0
CONCURRENT ENROLLMENT:												
Yes	211	201	10	68	61	7	277	265	12	114	87	27
No	13	4	9	3	0	3	4	2	2	14	4	10
CONCUR. ENROLL. TYPE:												
Transfer	54	51	3	20	18	2	23	20	3	115	87	28
Career	203	193	10	67	61	6	275	264	11	47	35	12
Community education	0	0	0	1	1	0	3	2	1	6	5	1
REASONS FOR ATTENDING:												
Diploma/credits	120	114	6	37	34	3	130	126	4	70	57	13
Get a job	0	0	0	0	0	0	0	0	0	0	0	0
Personal interest	5	5	0	0	0	0	4	4	0	9	4	5
Socialization	0	0	0	0	0	0	0	0	0	4	0	4
Better skills	84	71	13	22	15	7	93	86	7	15	10	5
Investigate coll/career	0	0	0	0	0	0	0	0	0	0	0	0
Better fitness	0	0	0	0	0	0	0	0	0	0	0	0
Professional growth	0	0	0	0	0	0	3	3	0	0	0	0
Update skills	0	0	0	0	0	0	0	0	0	1	1	0
PREVIOUS CREDITS:												
Transfer	75	70	5	28	27	1	28	23	5	98	73	25
Career	183	170	13	62	56	6	232	222	10	64	42	22
Community education	3	0	3	0	0	0	4	2	2	9	3	6
TRANSFER:												
Humanities	25	24	1	9	8	1	15	11	4	67	52	15
Journalism	5	4	1	3	3	0	1	1	0	6	4	2
Speech	39	36	3	13	13	0	4	4	0	14	12	2
Art/music	2	2	0	2	2	0	0	0	0	39	27	12
Science	43	38	5	16	15	1	12	10	2	32	27	5
Mathematics	42	38	4	14	14	0	17	14	3	36	26	10
Social science	11	10	1	5	5	0	8	7	1	52	40	12
Physical education	0	0	0	0	0	0	0	0	0	4	3	1
CAREER:												
Radiology	4	4	0	0	0	0	5	5	0	5	4	1
Industrial tech.	0	0	0	0	0	0	5	3	2	10	6	4
Horticulture	3	3	0	0	0	0	16	16	0	8	5	3
Mechanics	65	62	3	22	19	3	181	175	6	5	1	4
Agriculture	173	161	12	57	53	4	192	185	7	10	10	0
Law enforcement	0	0	0	1	1	0	0	0	0	1	0	1
Data processing	0	0	0	0	0	0	3	2	1	14	13	1
Secretarial science	2	2	0	1	0	1	0	0	0	8	3	5
Business	0	0	0	2	1	1	0	0	0	19	13	6
Nursing	0	0	0	0	0	0	0	0	0	1	0	1
COMMUNITY EDUCATION:												
Careers/business	0	0	0	0	0	0	0	0	0	1	1	0
Home economics	0	0	0	0	0	0	0	0	0	0	0	0
Languages	0	0	0	0	0	0	0	0	0	0	0	0
Intellectual	1	0	1	0	0	0	0	0	0	2	1	1
Personal improvement	2	0	2	0	0	0	2	1	1	2	1	1
Art/music	0	0	0	0	0	0	0	0	0	2	0	2
Physical education	0	0	0	0	0	0	0	0	0	0	0	0
Adult basic education	0	0	0	0	0	0	2	1	1	0	0	0
Aviation	0	0	0	0	0	0	0	0	0	2	0	2

	AUTO MECH			BIOLOGY			BUS.-ACC.			GEN. BUS.		
HOURS:	tot.	day	even.	tot.	day	even.	tot.	day	even.	tot.	day	even.
Part-time	92	18	74	78	66	12	100	26	74	185	72	113
Full-time	84	71	13	183	176	7	122	109	13	156	119	37
LAST SCHOOL:												
DeKalb schools	13	0	13	5	5	0	3	0	3	4	2	2
Sycamore schools	0	0	0	1	1	0	1	1	0	1	1	0
Rochelle schools	11	8	3	4	3	1	7	2	5	6	3	3
Other in-district	1	0	1	3	3	0	1	1	0	1	0	1
Area schools	0	0	0	0	0	0	2	1	1	1	0	1
In-state schools	3	0	3	3	3	0	2	1	1	5	4	1
Northern Ill. Univ.	10	1	9	14	14	0	31	18	13	28	14	14
Kishwaukee College	127	76	51	203	189	14	156	103	53	261	149	112
Other comm. coll.	2	0	2	13	12	1	6	3	3	11	3	8
Other universities	2	0	2	11	9	2	9	4	5	10	7	3
Others	2	2	0	3	3	0	4	1	3	3	1	2
CONCURRENT ENROLLMENT:												
Yes	136	86	50	246	229	17	186	134	52	289	179	110
No	40	3	37	15	13	2	35	1	34	52	12	40
CONCUR. ENROLL. TYPE:												
Transfer	55	39	16	233	219	14	141	116	25	189	139	50
Career	126	84	42	102	96	6	161	117	44	255	163	92
Community education	6	1	5	12	10	2	3	1	2	11	4	7
REASONS FOR ATTENDING:												
Diploma/credits	46	37	9	207	192	15	143	103	40	158	107	51
Get a job	2	2	0	0	0	0	12	3	9	1	1	0
Personal interest	11	1	10	8	6	2	8	3	5	17	6	11
Socialization	0	0	0	0	0	0	0	0	0	0	0	0
Better skills	75	26	49	6	6	0	35	15	20	79	34	45
Investigate coll/career	1	0	1	1	0	1	1	1	0	8	3	5
Better fitness	0	0	0	0	0	0	0	0	0	0	0	0
Professional growth	4	2	2	0	0	0	6	0	6	23	6	17
Update skills	3	0	3	2	2	0	0	0	0	5	3	2
PREVIOUS CREDITS:												
Transfer	57	38	19	197	185	12	137	98	39	205	128	77
Career	135	81	54	143	129	14	153	98	55	230	129	101
Community education	7	1	6	14	12	2	8	2	6	22	11	11
TRANSFER:												
Humanities	18	9	9	131	121	10	83	67	16	125	88	37
Journalism	3	2	1	11	10	1	7	4	3	13	11	2
Speech	9	9	0	37	37	0	26	19	7	31	25	6
Art/music	16	12	4	36	32	4	21	15	6	25	15	10
Science	2	0	2	87	85	2	26	17	9	48	31	17
Mathematics	23	17	6	91	86	5	50	47	13	99	60	39
Social science	24	17	7	120	112	8	83	59	24	118	76	42
Physical education	1	1	0	11	11	0	2	2	0	5	2	3
CAREER:												
Radiology	6	2	4	7	6	1	1	1	0	5	4	1
Industrial tech.	19	9	10	10	6	4	2	2	0	22	6	16
Horticulture	5	4	1	4	4	0	2	0	2	5	0	5
Mechanics	105	64	41	6	5	1	7	3	4	13	3	10
Agriculture	6	5	1	40	39	1	7	3	4	12	7	5
Law enforcement	2	1	1	4	4	0	2	2	0	2	2	0
Data processing	15	11	4	36	29	7	79	57	22	73	52	21
Secretarial science	2	1	1	19	15	4	25	18	7	40	27	13
Business	15	9	6	46	39	7	116	72	44	160	90	70
Nursing	0	0	0	17	17	0	1	0	1	1	1	0
COMMUNITY EDUCATION:												
Careers/business	1	0	1	2	2	0	2	2	0	6	3	3
Home economics	0	0	0	0	0	0	0	0	0	1	0	1
Languages	0	0	0	0	0	0	1	1	0	4	3	1
Intellectual	0	0	0	2	2	0	1	1	0	0	0	0
Personal improvement	2	1	1	2	2	0	0	0	0	2	0	2
Art/music	0	0	0	5	4	1	1	0	1	6	5	1
Physical education	1	0	1	0	0	0	4	0	4	0	0	0
Adult basic education	2	0	2	3	2	1	1	0	1	4	1	3
Aviation	1	0	1	0	0	0	1	1	0	2	0	2

HOURS:	REAL EST. even.	SECRETARIAL SC. tot.	day	even.	CHEM. day	DATA PROCESS. tot.	day	even.	DRAFTING tot.	day	even.
Part-time	52	131	47	84	17	94	41	53	16	9	7
Full-time	1	72	61	11	65	122	83	39	35	35	0
LAST SCHOOL:											
DeKalb schools	2	2	0	2	0	1	0	1	1	1	0
Sycamore schools	1	2	1	1	0	2	2	0	0	0	0
Rochelle schools	2	7	1	6	0	2	2	0	0	0	0
Other in-district	1	3	1	2	0	0	0	0	1	1	0
Area schools	0	3	1	2	0	1	1	0	0	0	0
In-state schools	0	4	3	1	0	4	3	1	0	0	0
Northern Ill. Univ.	9	10	4	6	2	29	20	9	5	4	1
Kishwaukee College	25	149	90	59	69	157	83	74	31	26	5
Other comm. coll.	0	11	5	6	5	5	5	0	4	4	0
Other universities	4	4	0	4	1	7	4	3	2	1	1
Others	6	4	1	3	5	5	1	4	4	2	0
CONCURRENT ENROLLMENT:											
Yes	16	155	104	51	78	190	115	75	44	41	3
No	37	48	4	44	4	26	9	17	7	3	4
CONCUR. ENROLL. TYPE:											
Transfer	5	76	56	20	78	142	94	48	41	39	2
Career	13	132	89	43	20	166	99	67	41	40	1
Community education	1	16	9	7	4	3	3	0	4	4	0
REASONS FOR ATTENDING:											
Diploma/credits	17	60	41	19	68	136	88	48	23	22	1
Get a job	9	28	18	10	0	5	2	3	1	1	0
Personal interest	3	6	4	2	6	9	7	2	2	2	0
Socialization	0	0	0	0	0	1	1	0	0	0	0
Better skills	12	68	27	41	4	31	15	16	11	7	4
Investigate coll/career	0	0	0	0	0	3	2	1	0	0	0
Better fitness	0	0	0	0	0	0	0	0	0	0	0
Professional growth	2	6	2	4	0	5	2	3	0	0	0
Update skills	0	10	1	9	0	0	0	0	1	0	1
PREVIOUS CREDITS:											
Transfer	15	100	72	28	71	135	72	63	24	23	1
Career	18	128	81	47	20	131	74	57	26	21	5
Community education	7	39	17	22	2	10	6	4	1	0	1
TRANSFER:											
Humanities	5	54	45	9	48	87	53	34	16	16	0
Journalism	0	3	3	0	1	6	4	2	3	3	0
Speech	2	17	15	2	8	9	6	3	5	4	1
Art/music	2	3	2	1	14	20	11	9	6	6	0
Science	2	15	11	4	64	27	12	15	5	5	0
Mathematics	4	41	28	13	28	82	36	46	16	15	1
Social science	6	52	38	14	34	71	44	27	8	7	1
Physical education	1	8	7	1	1	3	3	0	1	1	0
CAREER:											
Radiology	1	0	0	0	2	5	4	1	0	0	0
Industrial tech.	4	0	0	0	1	11	6	5	21	17	4
Horticulture	0	6	3	3	3	1	1	0	2	2	0
Mechanics	2	1	0	1	0	2	0	2	3	2	1
Agriculture	2	3	1	2	3	3	3	0	2	2	0
Law enforcement	0	1	1	0	0	2	1	1	0	0	0
Data processing	5	26	19	7	6	51	22	29	0	0	0
Secretarial science	1	100	67	33	1	28	20	8	1	1	0
Business	10	70	55	15	9	93	54	39	4	3	1
Nursing	0	0	0	0	0	1	0	1	0	0	0
COMMUNITY EDUCATION:											
Careers/business	1	8	7	1	0	3	3	0	0	0	0
Home economics	0	11	4	7	0	0	0	0	0	0	0
Languages	0	7	4	3	0	2	2	0	0	0	0
Intellectual	1	0	0	0	1	1	1	0	0	0	0
Personal improvement	1	4	1	3	0	1	0	1	1	0	1
Art/music	0	2	2	0	1	3	2	1	0	0	0
Physical education	3	15	6	9	0	3	1	2	0	0	0
Adult basic education	1	10	5	5	0	0	0	0	0	0	0
Aviation	1	1	0	1	0	0	0	0	0	0	0

HOURS:	ECONOMICS tot.	day	even.	ELECTRI/ELECTR. tot.	day	even.	ENGINEE. day	ENGLISH tot.	day	even.
Part-time	34	10	24	55	29	26	1	114	64	50
Full-time	75	33	42	33	27	6	12	282	246	36
LAST SCHOOL:										
DeKalb schools	0	0	0	0	0	0	0	8	5	3
Sycamore schools	0	0	0	1	0	1	0	0	0	0
Rochelle schools	0	0	0	6	6	0	0	4	2	2
Other in-district	0	0	0	0	0	0	0	3	3	0
Area schools	0	0	0	0	0	0	0	0	0	0
In-state schools	0	0	0	0	0	0	0	5	5	0
Northern Ill. Univ.	4	3	1	7	5	2	0	29	21	8
Kishwaukee College	90	38	52	61	39	22	2	315	249	66
Other comm. coll.	5	2	3	5	4	1	1	11	8	3
Other universities	7	0	7	1	0	1	0	8	6	2
Others	1	0	1	1	0	1	10	7	6	1
CONCURRENT ENROLLMENT:										
Yes	105	42	63	60	40	20	13	378	306	72
No	4	1	3	28	16	12	0	18	4	14
CONCUR. ENROLL. TYPE:										
Transfer	104	42	62	44	32	12	13	362	296	66
Career	77	32	45	53	36	17	2	206	175	31
Community education	1	1	0	1	1	0	0	13	8	5
REASONS FOR ATTENDING:										
Diploma/credits	92	39	53	38	28	10	8	265	211	54
Get a job	0	0	0	3	0	3	0	0	0	0
Personal interest	2	0	2	4	1	3	2	17	13	4
Socialization	0	0	0	0	0	0	0	4	3	1
Better skills	6	3	3	25	14	11	0	37	31	6
Investigate coll/career	0	0	0	1	1	0	0	2	0	2
Better fitness	0	0	0	0	0	0	0	0	0	0
Professional growth	0	0	0	13	8	5	0	1	0	1
Update skills	0	0	0	0	0	0	0	1	0	1
PREVIOUS CREDITS:										
Transfer	90	39	51	49	33	16	2	302	238	64
Career	78	31	47	53	34	19	0	199	158	41
Community education	1	0	1	4	2	2	0	19	10	9
TRANSFER:										
Humanities	56	25	31	20	18	2	2	214	179	35
Journalism	6	2	4	1	1	0	0	14	13	1
Speech	15	4	11	6	5	1	0	43	35	8
Art/music	14	8	6	9	5	4	0	45	33	12
Science	18	9	9	15	11	4	1	104	83	21
Mathematics	56	24	32	33	22	11	1	158	125	33
Social science	70	33	37	15	8	7	2	158	132	26
Physical education	3	3	0	1	1	0	0	9	8	1
CAREER:										
Radiology	3	1	2	0	0	0	0	6	1	5
Industrial tech.	4	2	2	40	27	13	0	22	15	7
Horticulture	2	0	2	0	0	0	0	9	8	1
Mechanics	1	1	0	6	5	1	0	15	10	5
Agriculture	3	0	3	2	2	0	0	32	32	0
Law enforcement	0	0	0	1	0	1	0	6	6	0
Data processing	45	20	25	5	3	2	0	68	56	12
Secretarial science	3	1	2	3	1	2	0	20	13	7
Business	56	25	31	9	4	5	0	82	64	18
Nursing	1	0	1	0	0	0	0	7	5	2
COMMUNITY EDUCATION:										
Careers/business	0	0	0	1	1	0	0	4	4	0
Home economics	0	0	0	0	0	0	0	0	0	0
Languages	0	0	0	0	0	0	0	1	0	1
Intellectual	0	0	0	0	0	0	0	2	0	2
Personal improvement	0	0	0	1	1	0	0	4	2	2
Art/music	0	0	0	1	0	1	0	4	2	2
Physical education	1	0	1	0	0	0	0	1	0	1
Adult basic education	0	0	0	0	0	0	0	3	2	1
Aviation	0	0	0	1	0	1	0	0	0	0

HOURS:	REM. tot.	ENGLISH day	ENGLISH even.	FIRE SCI even.	HISTORY tot.	HISTORY day	HISTORY even.	HORTICULTURE tot.	HORTICULTURE day	HORTICULTURE even.	JOURN. day
Part-time	30	23	7	58	16	9	7	58	36	22	16
Full-time	61	55	6	3	71	67	4	433	375	58	75
LAST SCHOOL:											
DeKalb schools	1	1	0	7	1	0	1	1	0	1	0
Sycamore schools	0	0	0	2	0	0	0	0	0	0	0
Rochelle schools	4	3	1	0	1	1	0	5	3	2	0
Other in-district	1	1	0	2	0	0	0	0	0	0	0
Area schools	1	0	1	0	0	0	0	6	6	0	0
In-state schools	4	3	1	5	0	0	0	10	9	1	0
Northern Ill. Univ.	3	2	1	10	10	10	0	4	2	2	8
Kishwaukee College	17	9	8	22	70	61	9	413	347	66	78
Other comm. coll.	7	6	1	4	1	0	1	18	17	1	2
Other universities	1	1	0	5	1	1	0	33	27	6	2
Others	12	12	0	2	2	2	0	1	0	1	1
CONCURRENT ENROLLMENT:											
Yes	89	78	11	14	84	75	9	477	408	69	89
No	2	0	2	47	3	1	2	14	3	11	2
CONCUR. ENROLL. TYPE:											
Transfer	84	75	9	1	84	76	8	47	33	14	88
Career	43	37	6	12	29	27	2	473	405	68	42
Community education	15	13	2	1	2	2	0	26	17	9	0
REASONS FOR ATTENDING:											
Diploma/credits	25	19	6	9	48	44	4	221	200	21	64
Get a job	0	0	0	2	0	0	0	0	0	0	0
Personal interest	3	2	1	1	19	18	1	33	27	6	6
Socialization	0	0	0	0	0	0	0	2	0	2	0
Better skills	47	43	4	28	6	4	2	139	104	35	9
Investigate coll/career	1	0	1	0	0	0	0	0	0	0	2
Better fitness	0	0	0	0	0	0	0	0	0	0	0
Professional growth	0	0	0	11	0	0	0	2	0	2	0
Update skills	0	0	0	3	0	0	0	1	1	0	0
PREVIOUS CREDITS:											
Transfer	7	4	3	7	68	60	8	51	44	7	77
Career	11	4	7	27	34	30	4	418	349	69	47
Community education	3	3	0	4	1	1	0	10	6	4	4
TRANSFER:											
Humanities	2	2	0	4	51	47	4	35	31	4	58
Journalism	0	0	0	0	7	7	0	1	0	1	7
Speech	1	0	1	2	12	11	1	8	7	1	9
Art/music	2	2	0	0	14	14	0	6	4	2	17
Science	3	1	2	3	29	27	2	2	2	0	27
Mathematics	3	2	1	1	23	20	3	13	11	2	34
Social science	4	2	2	3	48	41	7	1	1	0	51
Physical education	0	0	0	0	6	4	2	7	6	1	2
CAREER:											
Radiology	1	1	0	2	0	0	0	6	4	2	0
Industrial tech.	1	0	1	4	4	3	1	0	0	0	7
Horticulture	0	0	0	0	1	1	0	412	347	65	1
Mechanics	1	0	1	2	5	5	0	18	13	5	2
Agriculture	1	0	1	0	5	5	0	252	217	35	7
Law enforcement	4	1	3	13	0	0	0	1	1	0	1
Data processing	3	3	0	0	10	9	1	0	0	0	20
Secretarial science	1	1	0	0	4	4	0	1	0	1	6
Business	3	2	1	2	21	18	3	2	1	1	28
Nursing	0	0	0	11	0	0	0	0	0	0	0
COMMUNITY EDUCATION:											
Careers/business	0	0	0	1	0	0	0	3	2	1	0
Home economics	0	0	0	0	0	0	0	0	0	0	0
Languages	0	0	0	0	0	0	0	1	0	1	1
Intellectual	0	0	0	0	0	0	0	0	0	0	0
Personal improvement	0	0	0	2	0	0	0	1	1	0	0
Art/music	0	0	0	0	1	1	0	2	1	1	2
Physical education	0	0	0	1	0	0	0	1	0	1	0
Adult basic education	3	3	0	0	0	0	0	5	4	1	1
Aviation	0	0	0	0	0	0	0	2	0	2	0

HOURS:	LAW ENF. even.	MATHEMATICS tot.	MATHEMATICS day	MATHEMATICS even.	REMED. MATH tot.	REMED. MATH day	REMED. MATH even.	MECH. TECH. tot.	MECH. TECH. day	MECH. TECH. even.
Part-time	29	101	59	42	54	24	30	60	52	8
Full-time	18	221	195	26	47	41	6	20	18	2
LAST SCHOOL:										
DeKalb schools	1	2	2	0	3	2	1	0	0	0
Sycamore schools	0	1	0	1	0	0	0	0	0	0
Rochelle schools	0	2	2	0	6	2	4	3	3	0
Other in-district	1	4	4	0	1	1	0	2	2	0
Area schools	0	0	0	0	1	0	1	2	2	0
In-state schools	0	2	2	0	6	4	2	5	4	1
Northern Ill. Univ.	2	34	21	13	9	8	1	15	15	0
Kishwaukee College	40	248	199	49	61	38	23	38	34	4
Other comm. coll.	3	7	4	3	5	4	1	2	2	0
Other universities	0	4	3	1	5	5	0	6	3	3
Others	0	9	8	1	1	1	0	2	2	0
CONCURRENT ENROLLMENT:										
Yes	42	300	249	51	89	62	27	55	49	6
No	5	22	5	17	12	3	9	25	21	4
CONCUR. ENROLL. TYPE:										
Transfer	20	284	244	40	73	59	14	27	25	2
Career	41	178	140	38	54	34	20	49	43	6
Community education	0	11	11	0	3	2	1	3	2	1
REASONS FOR ATTENDING:										
Diploma/credits	18	254	197	57	40	30	10	17	15	2
Get a job	0	1	1	0	0	0	0	2	2	0
Personal interest	3	11	10	1	1	1	0	4	4	0
Socialization	0	0	0	0	2	2	0	0	0	0
Better skills	2	27	24	3	35	23	12	34	31	3
Investigate coll/career	5	0	0	0	3	1	2	0	0	0
Better fitness	0	0	0	0	0	0	0	0	0	0
Professional growth	2	2	0	2	1	1	0	6	6	0
Update skills	0	1	1	0	11	1	10	0	0	0
PREVIOUS CREDITS:										
Transfer	30	248	198	50	44	36	8	24	22	2
Career	38	180	132	48	45	23	22	37	33	4
Community education	2	5	4	1	8	4	4	0	0	0
TRANSFER:										
Humanities	21	158	135	23	23	22	1	11	11	0
Journalism	2	7	6	1	2	1	1	0	0	0
Speech	12	36	29	7	10	8	2	3	2	1
Art/music	0	37	30	7	10	10	0	2	1	1
Science	6	78	68	10	11	8	3	5	4	1
Mathematics	7	156	119	37	12	9	3	13	13	0
Social science	22	136	102	34	26	20	6	9	7	2
Physical education	2	5	5	0	0	0	0	0	0	0
CAREER:										
Radiology	0	12	7	5	10	4	6	3	3	0
Industrial tech.	2	15	12	3	5	1	4	27	24	3
Horticulture	0	3	3	0	0	0	0	0	0	0
Mechanics	6	8	5	3	13	5	8	6	6	0
Agriculture	1	7	6	1	6	2	4	3	2	1
Law enforcement	28	1	1	0	2	1	1	1	1	0
Data processing	4	80	56	24	9	6	3	2	2	0
Secretarial science	1	20	14	6	5	4	1	1	1	0
Business	6	122	83	39	17	11	6	2	2	0
Nursing	0	1	1	0	0	0	0	0	0	0
COMMUNITY EDUCATION:										
Careers/business	2	1	1	0	5	2	3	0	0	0
Home economics	0	0	0	0	0	0	0	0	0	0
Languages	0	0	0	0	0	0	0	0	0	0
Intellectual	0	0	0	0	0	0	0	0	0	0
Personal improvement	0	2	2	0	0	0	0	0	0	0
Art/music	0	1	1	0	1	1	0	0	0	0
Physical education	0	1	0	1	0	0	0	0	0	0
Adult basic education	0	1	1	0	1	1	0	0	0	0
Aviation	0	0	0	0	1	0	1	0	0	0

HOURS:	MUSIC tot.	MUSIC day	MUSIC even.	NURSING day	PHYSICAL ED. tot.	PHYSICAL ED. day	PHYSICAL ED. even.	PHYSICS day	POLITICAL SCI. tot.	POLITICAL SCI. day	POLITICAL SCI. even.
Part-time	40	18	22	0	82	29	53	15	48	21	27
Full-time	105	83	22	93	98	81	17	51	89	80	9
LAST SCHOOL:											
DeKalb schools	0	0	0	0	1	0	1	0	3	2	1
Sycamore schools	1	1	0	0	1	0	1	0	0	0	0
Rochelle schools	1	0	1	0	2	0	2	0	0	0	0
Other in-district	5	2	3	0	2	0	2	2	0	0	0
Area schools	0	0	0	0	0	0	0	0	0	0	0
In-state schools	0	0	0	0	2	2	0	0	2	2	0
Northern Ill. Univ.	18	13	5	1	11	4	7	3	13	10	3
Kishwaukee College	98	73	25	89	142	97	45	43	108	79	29
Other comm. coll.	8	6	2	2	4	3	1	3	5	3	2
Other universities	2	2	0	1	5	1	4	0	2	1	1
Others	8	2	6	0	2	1	1	4	2	2	0
CONCURRENT ENROLLMENT:											
Yes	143	100	43	78	138	108	30	64	131	98	33
No	2	1	1	15	42	2	40	2	6	3	3
CONCUR. ENROLL. TYPE:											
Transfer	138	96	42	33	129	103	26	63	126	97	29
Career	58	46	12	69	55	44	11	35	54	44	10
Community education	5	2	3	0	15	11	4	4	6	4	2
REASONS FOR ATTENDING:											
Diploma/credits	84	61	23	82	64	52	12	50	98	73	25
Get a job	0	0	0	0	0	0	0	0	0	0	0
Personal interest	18	13	5	0	7	5	2	4	9	6	3
Socialization	1	0	1	0	2	2	0	0	0	0	0
Better skills	23	18	5	2	24	9	15	4	12	9	3
Investigate coll/career	0	0	0	0	0	0	0	1	1	1	0
Better fitness	0	0	0	0	41	15	26	0	0	0	0
Professional growth	0	0	0	1	0	0	0	0	0	0	0
Update skills	0	0	0	0	0	0	0	0	0	0	0
PREVIOUS CREDITS:											
Transfer	98	71	27	75	133	93	40	45	101	77	24
Career	60	41	19	88	74	51	23	17	59	40	19
Community education	1	0	1	15	27	8	19	1	4	3	1
TRANSFER:											
Humanities	63	52	11	20	67	54	13	33	70	55	15
Journalism	5	5	0	0	7	7	0	0	8	8	0
Speech	24	19	5	6	9	7	2	7	22	18	4
Art/music	23	9	14	2	20	17	3	6	17	12	5
Science	33	28	5	68	47	34	13	26	41	34	7
Mathematics	48	41	7	2	44	34	10	32	44	36	8
Social science	42	32	10	54	92	72	20	12	60	40	20
Physical education	1	1	0	1	39	21	18	1	7	6	1
CAREER:											
Radiology	3	1	2	0	1	0	1	1	4	1	3
Industrial tech.	8	3	5	0	7	7	0	7	3	2	1
Horticulture	3	0	3	0	6	3	3	0	1	1	0
Mechanics	3	2	1	0	7	7	0	1	5	1	4
Agriculture	12	9	3	0	1	0	1	0	10	9	1
Law enforcement	0	0	0	0	5	4	1	0	1	1	0
Data processing	17	13	4	0	16	12	4	4	14	8	6
Secretarial science	10	8	2	2	16	10	6	2	7	5	2
Business	24	18	6	3	34	22	12	7	31	19	12
Nursing	2	0	2	88	1	0	1	0	0	0	0
COMMUNITY EDUCATION:											
Careers/business	0	0	0	4	4	1	3	0	0	0	0
Home economics	0	0	0	2	2	1	1	0	0	0	0
Languages	0	0	0	2	2	1	1	0	1	1	0
Intellectual	0	0	0	0	1	0	1	0	1	0	1
Personal improvement	0	0	0	3	1	0	1	1	1	1	0
Art/music	1	0	1	2	10	5	5	0	2	2	0
Physical education	0	0	0	4	9	1	8	0	0	0	0
Adult basic education	0	0	0	0	0	0	0	0	0	0	0
Aviation	0	0	0	0	1	0	1	0	0	0	0

	PSYCHOLOGY			RADIOLOGY			SOCIOLOGY			SPEECH		
HOURS:	tot.	day	even.	tot.	day	even.	tot.	day	even.	tot.	day	even.
Part-time	97	38	59	29	23	6	46	18	28	46	32	14
Full-time	137	88	49	40	39	1	103	68	35	118	111	7
LAST SCHOOL:												
DeKalb schools	6	4	2	1	0	1	4	1	3	0	0	0
Sycamore schools	2	1	1	0	0	0	0	0	0	0	0	0
Rochelle schools	1	1	0	0	0	0	0	0	0	2	2	0
Other in-district	5	4	1	0	0	0	0	0	0	1	1	0
Area schools	0	0	0	0	0	0	0	0	0	0	0	0
In-state schools	6	5	1	0	0	0	3	3	0	2	2	0
Northern Ill. Univ.	21	5	16	9	8	1	12	8	4	5	4	1
Kishwaukee College	176	99	77	56	51	5	114	67	47	136	119	17
Other comm. coll.	6	2	4	3	3	0	4	1	3	6	6	0
Other universities	7	4	3	0	0	0	9	4	5	6	5	1
Others	1	1	0	0	0	0	2	1	1	4	2	2
CONCURRENT ENROLLMENT:												
Yes	219	125	94	61	57	4	146	85	61	157	140	17
No	15	1	14	8	5	3	3	1	2	7	3	4
CONCUR. ENROLL. TYPE:												
Transfer	191	112	79	43	41	2	135	81	54	154	139	15
Career	100	63	37	53	51	2	78	37	41	82	74	8
Community education	7	4	3	3	2	1	5	2	3	2	2	0
REASONS FOR ATTENDING:												
Diploma/credits	173	90	83	53	52	1	94	57	37	121	109	12
Get a job	1	0	1	1	1	0	0	0	0	0	0	0
Personal interest	16	11	5	1	1	0	12	6	6	5	3	2
Socialization	0	0	0	0	0	0	1	0	1	1	1	0
Better skills	19	16	3	3	0	3	12	4	8	17	15	2
Investigate coll/career	0	0	0	0	0	0	2	0	2	1	0	1
Better fitness	0	0	0	0	0	0	0	0	0	0	0	0
Professional growth	0	0	0	2	0	2	1	0	1	1	0	1
Update skills	0	0	0	0	0	0	0	0	0	0	0	0
PREVIOUS CREDITS:												
Transfer	156	90	66	61	58	3	115	69	46	128	113	15
Career	131	77	54	65	62	3	83	48	35	94	83	11
Community education	20	15	5	12	10	2	8	3	5	8	7	1
TRANSFER:												
Humanities	91	51	40	14	14	0	85	55	30	93	85	8
Journalism	6	4	2	0	0	0	6	4	2	9	7	2
Speech	30	20	10	4	3	1	18	9	9	12	10	2
Art/music	24	13	11	1	1	0	20	13	7	16	11	5
Science	70	43	27	49	49	0	34	21	13	48	44	4
Mathematics	61	34	27	19	17	2	47	27	20	64	58	6
Social science	92	43	49	23	20	3	75	46	29	73	65	8
Physical education	13	8	5	3	3	0	5	4	1	7	6	1
CAREER:												
Radiology	5	3	2	26	26	0	4	1	3	0	0	0
Industrial tech.	9	3	6	30	30	0	10	0	10	6	6	0
Horticulture	5	2	3	0	0	0	1	1	0	4	4	0
Mechanics	8	2	6	1	0	1	4	0	4	6	5	1
Agriculture	7	5	2	0	0	0	4	2	2	7	7	0
Law enforcement	3	1	2	0	0	0	3	1	2	2	2	0
Data processing	33	25	8	1	0	1	25	16	9	31	29	2
Secretarial science	15	9	6	5	3	2	10	5	5	21	19	2
Business	65	34	31	2	0	2	38	26	12	49	46	3
Nursing	22	20	2	11	11	0	8	7	1	6	4	2
COMMUNITY EDUCATION:												
Careers/business	4	3	1	5	5	0	1	0	1	2	1	1
Home economics	2	1	1	2	1	1	3	2	1	0	0	0
Languages	1	0	1	0	0	0	2	1	1	1	1	0
Intellectual	2	2	0	7	6	1	0	0	0	1	1	0
Personal improvement	5	4	1	0	0	0	1	0	1	1	1	0
Art/music	5	4	1	1	1	0	0	0	0	3	3	0
Physical education	1	0	1	0	0	0	1	0	1	1	1	0
Adult basic education	3	3	0	0	0	0	1	0	1	0	0	0
Aviation	0	0	0	0	0	0	0	0	0	0	0	0

HOURS:	TEACHER tot.	TEACHER day	AIDE even.	WASTEWAT. even.	WELDING even.
Part-time	8	1	7	25	19
Full-time	24	15	9	3	2
LAST SCHOOL:					
DeKalb schools	0	0	0	0	0
Sycamore schools	0	0	0	1	1
Rochelle schools	2	0	2	0	0
Other in-district	0	0	0	0	1
Area schools	0	0	0	1	0
In-state schools	0	0	0	0	0
Northern Ill. Univ.	0	0	0	2	1
Kishwaukee College	29	16	13	12	15
Other comm. coll.	1	0	1	3	0
Other universities	0	0	0	7	2
Others	0	0	0	1	1
CONCURRENT ENROLLMENT:					
Yes	31	16	15	13	14
No	1	0	1	15	7
CONCUR. ENROLL. TYPE:					
Transfer	8	4	4	0	5
Career	27	15	12	13	12
Community education	1	0	1	0	1
REASONS FOR ATTENDING:					
Diploma/credits	15	8	7	8	4
Get a job	0	0	0	0	0
Personal interest	1	1	0	0	2
Socialization	0	0	0	0	0
Better skills	9	3	6	7	8
Investigate coll/career	0	0	0	1	0
Better fitness	0	0	0	0	0
Professional growth	1	0	1	9	2
Update skills	0	0	0	0	0
PREVIOUS CREDITS:					
Transfer	24	13	11	11	7
Career	18	10	8	10	18
Community education	0	0	0	1	1
TRANSFER:					
Humanities	22	12	10	3	5
Journalism	0	0	0	0	0
Speech	2	1	1	0	1
Art/music	0	0	0	4	0
Science	5	3	2	7	2
Mathematics	1	1	0	4	6
Social science	20	12	8	5	0
Physical education	0	0	0	2	0
CAREER:					
Radiology	0	0	0	0	1
Industrial tech.	0	0	0	9	8
Horticulture	0	0	0	0	0
Mechanics	0	0	0	2	8
Agriculture	1	1	0	0	0
Law enforcement	17	9	8	0	1
Data processing	0	0	0	0	1
Secretarial science	5	3	2	0	0
Business	1	1	0	2	3
Nursing	0	0	0	0	0
COMMUNITY EDUCATION:					
Careers/business	0	0	0	0	0
Home economics	0	0	0	0	0
Languages	0	0	0	0	0
Intellectual	0	0	0	0	0
Personal improvement	0	0	0	1	0
Art/music	0	0	0	0	0
Physical education	0	0	0	0	0
Adult basic education	0	0	0	0	0
Aviation	0	0	0	0	0

UNIVERSITY OF CALIF.
MAR 23 1979
CLEARINGHOUSE FOR
JUNIOR COLLEGES